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ABSTRACT

Reflecting a need to prepare students for working in diverse organizations, this document was developed to increase school officials' awareness of bias in instructional materials and help them select bias-free materials. A number of the examples illustrate situations dealing with diversity in the workplace. The guide is divided into three parts: guidelines and procedure for evaluating bias in instructional materials, bias awareness training worksheets, and bias awareness and procedure training course. Part 1 defines bias, explains why bias-free instructional materials are critical, and discusses dimensions of bias that must be considered. Presented next is a four-step bias review procedure that entails selecting appropriate materials, reviewing their quality, deciding whether they contain biases, and implementing the bias review decision. Examples of biasing elements and a bias review checklist are included. Part 2 contains a 23-item bibliography and sections about the following types of bias: gender bias; racial/ethnic bias; bias against physical, mental, or emotional disabilities; and socioeconomic bias. Included in each section are an overview of the bias, a list of slurs reflective of the particular bias, and training worksheets consisting of questions to help identify bias in materials. Part 3 is a training package consisting of trainer directions, handouts, and transparency masters for a 3- to 6-hour course preparing reviewers to use the bias review procedure and evaluation guidelines. (MN)

ED 384 723

Reflecting Equity and Diversity

Guidelines and Procedure for Evaluating Bias in Instructional Materials
PART I

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TABLE OF CONTENTS

Acknowledgements ii

Preface iv

Introduction 1

Bias Review Procedure 4

  What is a Biasing Element? 6
  The Procedure 8
  Bias Review Checklist 10

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Michigan Department of Education Staff
Jim Bebermeyer, Research Consultant
Naomi Bryson, Deputy Director
Mozell Lang, Science Consultant
Edgar Leon, Migrant Program Consultant
Betty Simonds, Sex Equity Coordinator
Lynn Ann Snellman, Research Consultant
Joyce Wise, Secretary

Statewide Bias Review Committee

Melody Armstrong
Birney Middle School
Southfield Public Schools
Southfield, MI 48076

John Barnfather
Oakland University
Rochester, MI 48309

Sandy Bethell
Holt High School
Holt, MI 48842

Ellen Cassidy
East Lansing Schools
East Lansing, MI 48823

Beverly Centellas
Saginaw Twp Comm.
Schools
Saginaw, MI 48603

Alverna Champion
Math Department
Grand Valley State Univ.
Allendale, MI 49401

Caryn Edwards
Erickson Learning Center
Okemos, MI 48864

Joella Gipson
College of Education
Wayne State University
Detroit, Mi 48202

Donna Goble
Coloma High School
Coloma, MI 49038

Michael Helms
Van Buren ISD
Lawrence, MI 49064

Melleretha Johnson
Saginaw Public Schools
Saginaw, MI 48602

Lillian Jones
Genesee ISD
Flint, MI 48507

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Detroit, Mi 48204

Jim Pavelka
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Allegan, MI 49010

Ernest Pouncy
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Lynette Scalf
Livingston ESA
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Ann Scheele
Jackson Career Center
Jackson, MI 49201

David Solis
Whittier Middle School
Flint Community Schools
Flint, MI 48502

Jennifer Trusock
Huron ISD
Bad Axe, MI 48413

Adrienne Wells
Flint Community Schools
Flint, MI 48502

PREFACE

One of the most influential documents, written in the '80s, that has promoted educational reform is "*Workforce 2000: Work and Workers for the 21st Century.*" However, in the '90s few educational practitioners have read the report, and still fewer are knowledgeable of its existence or implications. Nonetheless, all are engaged in a flurry of activities propelled by this report.

At the root of the report are concerns for the economic survival of the nation, awareness of our diversity, and projections related to demographic trends. "*Workforce 2000*" and reports like it are causing our nation's institutions to address the issue of acknowledging diversity as a strength.

In corporate America, the issue of valuing and managing diversity - an economic as well as an equity strategy - is moving to the forefront. However, schools have had a history of responding to this issue. Our efforts of dealing with equity and diversity awareness supersedes the "*Workforce 2000*" report.

The Michigan Department of Education, in particular, has been a leader in addressing issues of equity. Since the late '60s, a myriad of strategies and documents have provided guidance for our constituent districts. Therefore, we are proud to share a publication that will provide assistance and guidance for our schools as they endeavor to select instructional materials for our children and address issues of equity.

This guide, Reflecting Equity and Diversity: Guidelines and Procedure for Evaluating Bias in Instructional Materials, is the sequel to the guide, Bias Review Procedures, first published by the Department in 1977. It is the result of a statewide committee's efforts to provide more comprehensive information to help users of the procedure make better decisions.

It is our hope that the use of this publication will help school officials facilitate their curriculum adoption process and improve the quality of their selection of instructional materials as it relates to eliminating bias.

INTRODUCTION

In the education industries, the development and sale of instructional materials are big business. Such materials range from the old standard - the textbook - to the latest in technology - the CD-ROM. From print to audiovisuals, the choices are numerous.

With numerous choices available, the textbook is still the most widely used and remains the standard instructional item in most classrooms. It is estimated that there were over 20,000 titles available in 1990, and over $1 billion dollars spent for elementary and high school books alone.

Just how important are instructional materials in the classroom? From his research and observation of numerous classrooms, Starr (1989) reported in the article "The Textbook War" that ninety percent of all classroom activities are regulated by textbooks. Therefore much of students' classroom time is structured around printed materials.

Many of the textbooks that are being used are assigned to teachers who have had little or no input into the selection process. It is standard practice in most school districts to appoint a small committee to select a particular textbook. Most of the members of the selection committees have not been trained to evaluate instructional materials for bias.

A critical challenge facing educators today is that of choosing textbooks and other instructional materials to meet the needs of an increasingly diverse population. Important to this task is making sure that the materials, themselves, include representation of the variety of groups and individuals that make up our pluralistic society and that their inclusion is done in a non-biased manner. Therefore, providing training which includes bias awareness and techniques for detecting bias in instructional materials is imperative.

Bias Defined

For the purpose of this document, bias will be defined in negative terms. However, in reality, one can hold a bias toward or a bias against. Our definition of a bias, therefore, is to hold a settled and often prejudiced outlook. It is further defined as a bent, leaning or tendency against something or someone, and/or a personal and unreasonable distortion of judgment about something or someone.

Bias messages are often transmitted unknowingly. Take for instance the teacher who always assigns girls to collect homework or test papers and asks boys to move chairs. Another example might be the teacher who always gives leadership positions to middle or upper class students and assigns menial tasks to lower income students. What are the implied messages that students learn from such actions?

Consider the bias lessons that students learn in their interaction with printed text as they see page after page of photos void of minority images, or read text that implies that certain microcultures are inferior or unimportant. Biases are further manifested by the use of inappropriate language and terminology which results in distortions, stereotypes or omissions of individuals and groups, and diminishes the wide spectrum of human behavior and interaction (i.e., telling girls that certain behavior is not ladylike or using descriptors like "you folk" when referring to minorities). What are the messages that are being transmitted?

Students already come to our classroom with many of their own biases. It is important that teachers make every effort to base their instruction and supportive activities on a wide spectrum of views and information, and on sound evidence of the facts. In other words, the best interest of all students will be better served if teachers allow for multiple perspectives, and promote the use of non-biased language/terminology and bias-free instructional materials in their classrooms.

Why are bias-free instructional materials a critical issue in today's schools?

Evidence of the distortion of our past is overwhelming. One only has to take a glance at our past history books to find numerous examples of distorted facts and the omission of large segments of our population and their role in the development of our society. This has created a climate for the development and perpetuation of racism, sexism, elitism, and handicappism. These prejudices are reinforced in biased textbooks and other instructional materials.

The validity of the content of textbooks and other instructional materials is rarely questioned. Until recent years, the content has been slanted toward whites, the dominant racial group in the United States, and has been decisively Euro-centric. European American history and white American culture has been viewed as the whole truth, thus legitimizing a specific view of the world that is either questionable or patently false.

It is imperative, therefore, that this trend be corrected; that we question the validity of biased content and replace it with bias-free content.

What are some dimensions of bias which must be attended to?

Sadker and Sadker (1978) identified six forms of bias in classroom materials. They are invisibility, stereotyping, selectivity and imbalance, unreality, fragmentation and isolation of non-dominant cultures, and linguistic bias. How are these six forms defined, and how are they manifested in instructional materials?

The first, invisibility, simply refers to the absence or underrepresentation of specific microcultures. The absence of any group implies that they are less valued, important, or significant in our society. Stereotyping, the second bias, requires the inclusion of specific microcultures. However, they are depicted in traditional or rigid roles, or assigned restricted attributes. A third bias is selectivity or imbalance. This occurs when the author selects content which highlights the perspectives or contributions of one group and totally or partially omits others. Unreality, the fourth bias, goes even further by omitting microcultures and minimizing their issues, events, problems, or concerns.

Fragmentation/isolation is the fifth bias. It is exhibited in textbooks by placing the contributions, issues and concerns of non-dominant groups in an exclusive section or in their own chapter. This kind of isolation minimizes the importance of the information and tends to send a negative message about the groups depicted. When text about non-dominant groups is separated from the mainstream group's information, it loses its importance and context. This phenomenon also sends a negative message to the user. Finally, the sixth category is linguistic bias. This type of bias is exhibited by the use of masculine pronouns and Anglo names, and the omission of non-Anglo names and feminine pronouns.

Educators, therefore, face a tremendous challenge to effectively promote the culturally diverse nature of our society. As evidenced by reports like "*Workforce 2000*", our society is on the threshold of change. Non-biased materials in every subject are critical for all students to be able to function effectively in a diverse society and to overcome past inequities.

A Response to Eliminating Bias

The burden for recognizing, correcting and eliminating bias in instructional materials is on the educational community, including those who develop and publish materials. Since the 1970's, textbook publishers, in particular, have implemented a myriad of strategies aimed at eliminating biases. Still biases exist. It is imperative, therefore, that schools who purchase products from publishers become equipped with knowledge and skills to evaluate available materials. This publication, Reflecting Equity and Diversity: Guidelines and Procedure for Evaluating Bias in Instructional Materials, offers assistance and challenges educators to take seriously the job of evaluating all instructional materials for bias. It has been developed in response to the need for ensuring that schools in the State of Michigan are neither promoting nor perpetuating bias, prejudice or discrimination through the use of textbooks and other instructional materials.

Reflecting Equity and Diversity: The Guides

This is one of three guides that have been designed to assist both the novice and experienced individuals or teams who have responsibility for selecting instructional materials.

Guidelines and Procedure for Evaluating Bias in Instructional Materials, Part I outlines a detailed procedure to evaluate and document the degree to which reviewed materials contain biases.

Bias Awareness Training Worksheets, Part II contains examples of biases ranging from the extreme and more blatant types to the new and more subtle types of slurs, stereotypes and erroneous representations that have existed or could exist in textbooks and other instructional materials. They are intended for use in training reviewers to recognize biases. It includes a bibliography for further reading.

Bias Awareness and Procedure Training Course, Part III is a separate training package for preparing reviewers to use the bias review procedure and guidelines for evaluating instructional materials for bias. The package is complete with trainer directions, handouts and transparency masters.

BIAS REVIEW PROCEDURE

Educational materials provide educators with a vast treasury of resources for teaching students. The materials - books, graphics, audio and videotapes and other media - carry a message about the intended topic but may also carry unintended, undesirable messages. They may contain words and pictures that tend to create or reinforce prejudices or negative feelings about a group of people.

Many educators are concerned about the presence of sexism, racism and other biases in educational materials. The procedure addresses this concern by providing a method for systematically identifying and documenting occurrences of bias in materials intended for use with students.

Using the Procedure makes sense only when we consider it within a larger context. Identifying and documenting biasing flaws in materials is but one step in a rational decision-making process. It begins with recognizing the need to select or create materials which can help students learn something. The process ends with a decision about the use of the materials.

For an educator, administrator, or agency whose charge includes the evaluation of instructional materials, the process might consist of four major steps:

1. **Selecting** and acquiring materials appropriate to the goals and objectives of the individual or agency.

2. **Reviewing** the materials for quality. Quality may concern effectiveness, as shown by research findings, and freedom from bias, as shown by systematic review of the materials. A review for bias would include:

   (a) identification of instances of bias expressed in the materials;

   (b) documentation of those instances.

3. **Deciding** what to do with materials found to contain biases - assuming that the content otherwise would be effective with students. Deciding might include:

   (a) quantifying the extent and nature of the bias, using systematic criteria previously developed to fit the purposes of the agency or individual; and

   (b) deciding to:
      (1) not use the materials;
      (2) redevelop the materials;
      (3) use the materials in ways that will counteract the bias or even turn it into a positive; or
      (4) some other option.

4. **Implementing** the decision.

As you think about using the procedure, please keep in mind what it does not do. It does not deal with Step 1 (selecting and acquiring materials); Step 3 (making decisions about their use); or Step 4 (ways to put them to use). It deals only with a part of Step 2 that is concerned with identifying and documenting instances of bias.

This procedure cannot make decisions about the worth of materials, but it can provide a way to develop information of value for making decisions.

When correctly used, the procedure can assist reviewers in detecting and documenting only those elements in materials which may have a negative or destructive influence on students by reinforcing or creating a prejudice or misconception. It would be totally inappropriate to use the procedure to attempt to identify elements which one might presume would have a positive or constructive influence. If you wish to identify or develop materials intended to help students develop positive attitudes toward other groups of people, you should consult other procedures and sources.

The following 1) details the actual procedure, 2) defines terms used, and 3) provides examples of biasing elements.

What is a Biasing Element?

A biasing element is any aspect of language content, verbal or nonverbal - considered within the larger context in which it appear - which might reasonably be assumed to create or reinforce:

> ...a prejudice against a group of people,
> ...a gratuitous stereotype of a group of people, or
> ...beliefs or attitudes contrary to current notions of equality and equity among groups of people.

The procedure employs three types and seven subtypes of biasing elements. The elements, as defined, served the purpose well, as demonstrated by the original field test of the procedure in 1979 and its extensive use in many states since then. [Footnote: The elements are not all inclusive of all possible useful types of biasing elements. Other types may be useful for some purposes; however, before you add a type of element, your development team should define it carefully and prove its validity and usefulness through field tests.]

The three types of biasing elements are (1) **Slurs**, (2) **Stereotypes** and (3) **Erroneous Group Representation**, with four stereotype subtypes and two erroneous group representation subtypes. We have defined the types as follows:

1. Slurs. These are words, statements, modifiers or innuendoes, however expressed - in text or illustrations - which are derogatory toward, insulting to, or disrespectful of a group or member of a group.

   Extreme examples include: spastic, drooler

   Less extreme examples include: midget, mute, mongoloid

2. Stereotypes. These are biasing elements in materials whose author, failing to take note of a wide range of differences among individual members of a group, erroneously expresses the notion that all or nearly all group members are the same in some way when they are not. A variation occurs when group members are indeed similar in some way and the author points to the sameness gratuitously and inappropriately for the context.

   The four subtypes are:

   a. **Occupational Roles.** Examples: African Americans are typically unemployed or are athletic super jocks; Asian Americans are usually employed as laundry workers.

   b. **Family/School Roles.** Examples: Men are inept at household maintenance and childcare; Native Americans live exclusively on reservations.

c. **Personality Traits.** Examples: Upper income people are snobs; persons with disabilities are loners.

d. **Physical Characteristics/Appearance.** Examples: Mexican Americans are sombrero-wearing peasants; all Asians have slanted eyes.

3. **Erroneous Group Representation.** This is a possible biasing element when two or more groups are implied or specified in the materials.

   a. **Underrepresentation** refers to the absence of a group when the content suggests it should be present, or to the group being present but treated as insignificant. Examples: Lower income people rarely are shown volunteering their time.

   b. **Segregation** refers to describing in words or illustration an artificial separation of one group from another. Examples: Women authority figures shown working only with other women rather than in a gender integrated setting.

This procedure will provide examples of slurs, stereotypes and erroneous representations for the following groups of people:

1. Gender
2. Race/Ethnicity
3. Physical, mental, or emotional disability
4. Socioeconomic status
5. Other

The "Other" category is sometimes useful since people classify themselves in various ways other than the four listed above. "Other" could include religion or age, for example.

In the second guidebook "Bias Awareness Training Worksheets," many examples of extreme/not-so-extreme biases are provided to help the reviewer understand the nature and characteristic of a biasing element.

The Procedure

The procedure consists of a series of steps that, when followed by trained reviewers, will result in documentation of bias in educational material. Documentation consists of a checklist (see page 11) on which a reviewer has recorded:

1. The type of biasing elements identified in the material;
2. The group(s) against whom the author expresses bias;
3. A judgment of the intensity of each incident of bias (i.e., Severe or Slight);
4. Specific description of biasing expression and its exact location in the material;
5. A summary prepared by each individual reviewer of the incidents of bias. These summaries will be developed to help local staff people and other decision-makers decide whether or how to use the materials reviewed;
6. An overall summary of the work of a team and their final recommendations and findings;
7. Optional recommendations from the reviewing individuals or team outlining how teachers might use the materials to minimize or counteract effects of bias.

The procedure is designed and field-tested for use only by reviewers who have received training. The training should consist first of group work in learning to recognize biasing elements **likely to affect students in the setting for which the materials are intended and developing a consensus about what is a biasing element and what is not.**

Subsequent training should consist of cycles in which trainees review materials and trainers critique the reviews until the trainees demonstrate acceptable levels of consistency and proficiency. Proficiency includes the self-discipline necessary to control one's own hypersensitivities and to curb any natural tendency to veer off the consensus track on a tangent toward some personal notion of bias.

Adequate training requires only a few hours to make certain that reviewers understand and can apply (1) the definitions of biasing elements and of groups against which bias may be expressed and (2) the mechanics of the checklist.

Assuming adequate training, some materials for review, and the checklist, teams of two or preferably three reviewers should follow these steps in conducting a review of each set of materials. Reviewers should work independently until they arrive at Step 10.

1. Begin to read or view the materials. For large documents, you may elect to choose samples from every section or select passages.

2. If you find something you think is a biasing element, use the definitions to identify its type (e.g., *slur, personality trait stereotype, etc.*) on the checklist.

3. Identify the type of group against which the bias is expressed (e.g., gender, a racial/ethnic, or socioeconomic group).

4. In the box on the checklist where the column (type of element) and the row (group type) intersect, put mark beside *Slight or Severe* to record your judgment of the seriousness of the expression of bias.

5. In the far right portion of the checklist in the space marked Specific Comments, note the letter designation of the row and the number/letter designation of the column (e.g., a racial group, Row B, about which an occupational role stereotype is expressed, Column 2.a, would be noted as B/2.a); write the page number (slide number or place on a film) where the biasing element occurs. Follow with comments that indicate the actual group (e.g., females, Hispanic Americans) and the specific bias (e.g., lazy, weak).

6. Continue reviewing and documenting the biasing elements found as outlined in Steps 2-5. If you find multiple biasing elements against a group, keep score of the number of such occurrences in the box where the row and column intersect by marking as instructed in Step 4. Be sure to record each instance of bias under *Specific Comments.*

7. As you continue reading or viewing the material, periodically review the checklist to keep the biasing elements fresh in your mind.

8. When you have finished reading or viewing the material, look at each box on the checklist that has no entry. For each box without an entry, think back over the material while considering the types of biasing elements to assure yourself that none occurred. If you feel so assured, circle the space marked *None.* If you are not, search for the location of any biasing elements and record them.

   NOTE: This step is especially important when considering Erroneous Representation, because you should consider **underrepresentation** and **segregation** within the context of the ENTIRE set of materials, as well as individual occurrences as in a picture.

9. Write a summary of the kinds of biases expressed in the material under Summary of Review. In doing so, use the Specific Comments made during the review, including reference to the frequencies with which biasing elements occurred and their level of intensity (slight or severe).

10. As a team, read and discuss each member's findings. Resolve each discrepancy (difference in the documentation between two or more reviewers) by referring back to the materials and arriving at an agreement by at least two of three team members.

A consensus would be preferable. Write the team report on a clean checklist, using the back of the sheet if necessary.

NOTE: The number of discrepancies in a team is a measure of the adequacy of the training - the fewer differences, the better the training.

11. If the team wishes to develop or is required to make recommendations or use of the materials, they should write them on a page attached to the team checklist, succinctly stating their recommendations and their reason for them.

BIAS REVIEW CHECKLIST

Product____ Reviewed By____________________

Developer______________________________________ Date____________________

Part I Review:

	1. SLUR	2. STEREOTYPES					3. ERRON GROUP REP		
Type of Group		a. Occupational Role	b. Family/ School Role	c. Personality Traits	d. Physical Charact./ Appearance	e. Other	a. Underrepresentation	b. Segregation	**Part II Specific Comments:***
A. Gender	Slight____ Severe____ None	Slight____ Severe____ None	Slight____ Severe____ None	Slight____ Severe____ None	Slight____ Severe____ None	Slight____ Severe____ None	Slight____ Severe____ None	Slight____ Severe____ None	
B. Race/Ethnicity	Slight____ Severe____ None	Slight____ Severe____ None	Slight____ Severe____ None	Slight____ Severe____ None	Slight____ Severe____ None	Slight____ Severe____ None	Slight____ Severe____ None	Slight____ Severe____ None	
C. Physical/Mental/ Emotional Disability	Slight____ Severe____ None	Slight____ Severe____ None	Slight____ Severe____ None	Slight____ Severe____ None	Slight____ Severe____ None	Slight____ Severe____ None	Slight____ Severe____ None	Slight____ Severe____ None	
D. Socioeconomic Status	Slight____ Severe____ None	Slight____ Severe____ None	Slight____ Severe____ None	Slight____ Severe____ None	Slight____ Severe____ None	Slight____ Severe____ None	Slight____ Severe____ None	Slight____ Severe____ None	
E. Other__________ ______________ ______________	Slight____ Severe____ None	Slight____ Severe____ None	Slight____ Severe____ None	Slight____ Severe____ None	Slight____ Severe____ None	Slight____ Severe____ None	Slight____ Severe____ None	Slight____ Severe____ None	

Part III Summary of Review:

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*provide row/column. Use back of sheet if needed.

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Reflecting Equity and Diversity

Bias Awareness Training Worksheets
PART II

Michigan Department of Education
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TABLE OF CONTENTS

Acknowledgements ii

Reflecting Equity and Diversity: The Guides iv

Bias Awareness Training Worksheets 2

Gender

- Gender Overview 6
- Gender Slurs 8
- Gender Stereotypes 9

Race/Ethnicity

- Race/Ethnicity Overview 17
- Race/Ethnicity Slurs 19
- Race/Ethnicity Stereotypes 20

Physical, Mental or Emotional Disabilities

- Physical, Mental or Emotional Disabilities Overview 36
- Physical, Mental or Emotional Disabilities Slurs 37
- Physical, Mental or Emotional Disabilities Stereotypes 38

Socioeconomic Status

- Socioeconomic Status Overview 44
- Socioeconomic Status Slurs 45
- Socioeconomic Status Stereotypes 47

Bibliography 51

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Statewide Bias Review Committee

Melody Armstrong
Birney Middle School
Southfield Public Schools
Southfield, MI 48076

John Barnfather
Oakland University
Rochester, MI 48309

Sandy Bethell
Holt High School
Holt, MI 48842

Ellen Cassidy
East Lansing Schools
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Beverly Centellas
Saginaw Twp Comm.
Schools
Saginaw, MI 48603

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Math Department
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Allendale, MI 49401

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Genesee ISD
Flint, MI 48507

Barbara Mays
Detroit Public Schools
Detroit, Mi 48204

Jim Pavelka
Allegan County ISD
Allegan, MI 49010

Ernest Pouncy
Flint Community Schools
Flint, MI 48502

Fred Robinson
Calhoun Area Tech Center
Battle Creek, MI 49017

Lynette Scalf
Livingston ESA
Howell, MI 48843

Ann Scheeie
Jackson Career Center
Jackson, MI 49201

David Solis
Whittier Middle School
Flint Community Schools
Flint, MI 48502

Jennifer Trusock
Huron ISD
Bad Axe, MI 48413

Adrienne Wells
Flint Community Schools
Flint, MI 48502

REFLECTING EQUITY AND DIVERSITY: THE GUIDES

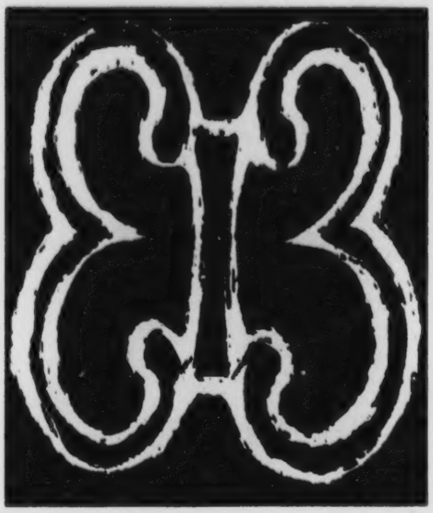
This is one of three guides that have been designed to assist both the novice and experienced individuals or teams who have responsibility for selecting instructional materials.

Guidelines and Procedure for Evaluating Bias in Instructional Materials, Part I outlines a detailed procedure to evaluate and document the degree to which reviewed materials contain biases.

Bias Awareness Training Worksheets, Part II contains examples of biases ranging from the extreme and more blatant types to the new and more subtle types of slurs, stereotypes and erroneous representations that have existed or could exist in textbooks and other instructional materials. They are intended for use in training reviewers to recognize biases. It includes a bibliography for further reading.

Bias Awareness and Procedure Training Course, Part III is a separate training package for preparing reviewers to use the bias review procedure and guidelines for evaluating instructional materials for bias. The package is complete with trainer directions, handouts and transparency masters.

"... Rather than accepting the status quo as the most equitable we can achieve, school curricula should deliberately instill in children and adolescents a sense of respect and acceptance for all people regardless of their cultural and individual differences."



Larry G. Baruth and M. Lee Manning
Multicultural Education of Children and Adolescents
Allyn and Bacon, 1992

The **Pempamsie** is an adinkra symbol from Ghana. It means "that which will not crush" or "unity is strength."

BIAS AWARENESS TRAINING WORKSHEETS

An initial step to identifying and documenting incidences of bias in curriculum materials is to be able to recognize a biasing element. The worksheets which follow can be used to enhance one's ability to identify biasing elements which may appear in textbooks and other instructional materials.

Purpose

The purpose of this guide is to provide a training tool to help individuals charged with the responsibility of selecting textbooks, workbooks and other instructional materials gain skills for evaluating such materials for bias. Contained herein, are training worksheets with examples of past and present biasing elements - slurs, stereotypes, and erroneous group representation. These worksheets may be used to train practitioners to recognize and document biasing elements.

Organization

Part II contains bias awareness worksheets. It is organized following the same format/pattern used in the Bias Review Procedures and the corresponding bias review assessment instrument. The worksheets contain:

1. Examples of biasing elements for each of the following groups:

   A. Gender
   B. Race/Ethnicity
   C. Physical Mental or Emotional Disabilities
   D. Socioeconomic Status

2. Examples of each of the types and sub-types of biasing elements:

   A. Slurs
   B. Stereotypes: Occupational Roles, Family/School Roles, Personality Traits, Physical Appearance
   C. Erroneous Group Representation: Underrepresentation, Segregation

3. A space to identify nature and location of the biases found in the materials being reviewed and to record in the space entitled *Notes/Comments* as follows:

   A. Type/Sub-type
   B. Page number
   C. Paragraph and line
   D. Key Words, Illustrations, Photos, Artifacts

Using the Worksheets

The worksheets are designed to be used for training individuals to recognize and detect bias. They may be used to:

- Create Awareness/Knowledge - as a tool to help individuals gain knowledge or enhance their awareness of specific types of biases.
- Practice/Gain Competency - as a practice tool for reviewing materials and learning to identify/discover biasing elements.
- Make Observations/Collect Data - as a tool to observe and document actual/perceived biases during the review process.

These aids may help reviewers to determine the degree to which biasing elements exist in the materials being reviewed. After a reviewer finds and quantifies the existence of biasing elements, he/she should use this information to determine whether the biases are:

A. Slight
B. Severe
C. Non-existent

How to Proceed

The trainees should read and discuss the overviews for each of the groups (e.g., gender, race/ethnicity, physical or mental disabilities, socioeconomic status) outlined in this guide. Then discuss the following:

1. the significance of the overviews,
2. the legal implications,
3. the historical context in which biases have developed/occurred,
4. the importance of recognizing slurs, stereotypes, etc. about each of the selected groups,
5. the potential damage to the self-esteem caused by omission or erroneous representation of the select groups, and
6. the need to correct past omissions and/or erroneous representations.

Trainees may brainstorm a list of additional slurs, stereotypes and erroneous representations of the groups addressed in this document. Using preselected sample pages from an actual textbook, workbook or other source, participants should:

1. Practice reviewing the material for stereotypes, slurs, and erroneous representations.
2. Make a list of their findings on the worksheets.
3. Discuss whether the findings are legitimate biases.

After participants have gained sufficient knowledge and practice of how biases are manifested in instructional materials, the next step may be to proceed to have participants conduct a full-fledged bias review of a textbook or other instructional materials. Use the procedure and the accompanying assessment instrument.

How to Access This Training

The Michigan Department of Education will provide or arrange training in the use of the "Bias Review Procedure." Interested individuals should call the Office of Career and Technical Education at 517-373-8358.

"When we have the courage to notice the differences among people, we are forced to face the fact that our own culture does not have a monopoly on truth. It raises the prospect that we can learn from other cultures and that our way may not be the only way."

Sondra Thiederman, Ph.D.
Bridging Cultural Barriers for Corporate Success
Lexington Books, 1990

The **Shamrock** is the national flower of Ireland. Its three small leaves are said to represent the Holy Trinity. According to legend, St. Patrick planted it in Ireland. The name was anglicized from "seamrog", which means three leaved. The clover is thought to be the true shamrock, although the name has been given to other plants.

GENDER BIASES: AN OVERVIEW

Gender biases narrowly define the roles of individuals based on their gender. Because the roles of females and males have historically been distinct from each other, our society has generalized that the members of each group must act, behave, and speak in prescribed ways. Also, based on this notion of prescribed gender roles, characteristics and expectations have been assigned to each gender, without regard to individuality and personality differences.

The generalization of roles rooted in traditional characterizations and expectations assigned to males and females by our society has created both bias and preferential treatment between the sexes. For example, in the role of wife and mother, subordination is expected from females. This expectation has resulted in limited job opportunities and low wages, and has relegated women to subservient positions in the workplace and society. On the other hand, the traditional role of men as *head of household* and *breadwinner* has elevated the gender, resulting in privileged positions in both the workplace and society.

While traditional gender roles were, perhaps, the expected norm at one time, this is no longer true. Drastic changes have taken place in this age of technology. It is expected that by the year 2000 women will constitute an estimated 45 percent of the nation's workers. Yet our society is still perpetuating the everyday thinking from the agricultural age where working outside of the home was not an expected role for women.

This antiquated notion has resulted in gender stereotypes and slurs. A misrepresentation of both the group (women), and the reality of their condition and placement in the society continues to occur.

Bias toward gender has fostered a notion called sexism. Sexism is described as anything (other than actual reproductive physiology) that defines a person's role in life according to gender; for example, assigning girls and women to subordinate or passive roles, or assigning dominant roles and activities to men.

One law - Title IX of the 1972 Education Amendments - addresses the stereotypes and discriminatory treatment of students based on their gender. The law prevents gender discrimination in 1) the admission of students, particularly to postsecondary and vocational institutions, 2) the treatment of students, and 3) the employment of all personnel. However, no law deals with how women or men, boys or girls are portrayed in print and nonprint media.

Mass media has been and continues to be a primary contributor to the perpetuation of gender biases. Schools must also assume a major share of the responsibility. Classroom materials, especially textbooks, play a primary role in perpetuating gender bias. Educators, therefore, must recognize the effects of gender biases and how they are manifested through stereotypes, slurs and erroneous representation in the instructional materials they elect to use.

Educators must further recognize that stereotypes and other biases exist, not only in careers, but in intellectual ability, personality characteristics, physical appearance, social status and domestic and non-domestic roles.

The worksheets which follow provide examples of past and present gender slurs, gender stereotypes, and erroneous gender representation. Individuals charged with the responsibility for conducting an instructional material review are encouraged to use the worksheets and the content, therein, to:

1. become aware of gender biases,
2. practice detecting gender biases,
3. document incidences of gender bias, and
4. use documentation/evidence of biases to determine the degree of bias that exists in the materials.

GENDER SLURS

The following are examples of slurs: derogatory statements, words, modifiers and innuendoes that are still frequently used as part of everyday language in American society. While we may not find these exact words in educational materials, more subtle forms of gender slurs may still exist. This sheet is intended for use in detecting actual or implied slurs that appear in the materials (i.e., textbooks, audio, visual, and other print/nonprint materials) under review and to document the existence and location of these slurs.

Direction: *Read/view the instructional materials under consideration. Where slurs appear, use the worksheet to: 1) document actual slur statements, 2) indicate page/scene/section where slur is located, 3) determine the gender group toward which the slur was directed and then formulate a judgment regarding the degree to which slurs appear in the materials under consideration.*

Female Examples	**Slur Statement Documentation**
Women libbers Emotional Gossips Chicks/fox/hen Passive Witch/nag Dizzy Dits Cutie-pie Femi-Nazi "Gal Friday" Wishy-washy Conniving	

Male Examples	**Slur Statement Documentation**
Animals "Suits" Hunks Mama's boy Henpecked "Tied to apron strings" Stud/"Toy boy" Bruiser/rough Sissy/wimp Macho	

GENDER STEREOTYPES

Considerations/Examples

Notes/ Comments

GENERAL STEREOTYPES

Do the materials:

Depict women as peripheral and men as the center of activities in illustrations or text?

Depict men as active doers and women as passive receivers or observers?

Imply that women are less physically able and men more physically able?

Characterize men as more capable at certain tasks and women as less capable?

Imply that men and women pursue interests based on gender rather than individual preferences?

Imply that gender determines one's position, status and place in society - economically, socially, etc.?

Considerations/Examples

Notes/ Comments

FAMILY/SCHOOL ROLE STEREOTYPES

Do the materials:

Imply that some interests and activities are intrinsically *masculine* or *feminine*?

Depict men as inept at household maintenance and child care?

Imply that men are heads of households and women are not?

Show boys and girls pursuing gender stereotyped activities at school?

Considerations/Examples | **Notes/Comments**

FAMILY/SCHOOL ROLES (con't)

Do the materials

Portray men with a wide range of life-style options (e.g., remaining single, marrying early or late in life, having children or not to have them, having a career outside the home) and limit the life-style choices of women?

Imply that a family suffers or is deprived simply because a woman works?

Show women as inept at mechanical maintenance and repair?

Depict men/boys as active participants in sport and other school activities and women/girls as passive observers?

Imply that men/boys have a greater need for an education than women/girls?

Imply where both adults work, that females are responsible for indoor housekeeping chores and males are responsible for outdoor lawn, mechanical and other homecare maintenance chores?

Considerations/Examples | **Notes/Comments**

OCCUPATIONAL ROLE STEREOTYPES

Do the materials:

Show individuals in stereotypical occupations (e.g., males as plumbers, machinists, welders, electricians, bricklayers; females as nurses, secretaries, beauticians)?

Imply there are mental/physical requirements for the occupation which could not be done effectively by either sex?

Portray only men in leadership roles (e.g., presidents and owners of businesses)?

Considerations/Examples	Notes/ Comments

OCCUPATIONAL ROLE STEREOTYPES (con't)

Do the materials:

Assume that women also are required to do housekeeping tasks at their place of business (e.g., females make the coffee)?

Show females as lacking in desire to assume greater responsibility?

Imply that if a couple works together in a business that the wife is the assistant (e.g., Mary does bookkeeping and secretarial chores while Dan decides policy and attends to any heavy work)?

Include information about family relationships which are not relevant to the task or job (e.g., Jane Dawson, mother of four, is the new supervisor)?

Show very few women in management levels and professional levels, including top levels for both public and private sectors?

Treat certain types of work as less honorable or worthy of respect for men?

Treat men and women unequally in respect to dignity and seriousness regarding their occupations?

Use occupational titles with "man" as the suffix (e.g., foremen, businessman)?

Depict women as having less intellectual ability than men?

Considerations/Examples	Notes/ Comments

PERSONALITY TRAIT STEREOTYPES

Do the materials:

Imply that all females are passive and inept?

Considerations/Examples	**Notes/ Comments**
PERSONALITY TRAIT STEREOTYPES (con't)	
Do the materials:	
Describe men or women by using gender-linked personality terms (e.g., the brusque foreman, the female bookkeeper loving attention to detail)?	
Imply that all females are emotional?	
Imply that males are not nurturing or sensitive?	
Portray only females as gossipers?	
Imply women are vain and preoccupied with their appearance?	
Portray women as fearful and in need of protection (e.g., She wasn't able to work late or walk home at night)?	
Imply that only males are capable, aggressive and always in charge?	
Depict only men as brave and relentlessly strong?	
Portray women as being less capable of exhibiting self-control and restraint?	
Imply women have or should have maternal instincts?	
Imply that men have a natural *knack* for machinery?	
Illustrate women as less intelligent and childlike?	

Considerations/Examples	**Notes/ Comments**
PHYSICAL CHARACTERISTICS / APPEARANCE STEREOTYPES	
Do the materials:	
Exaggerate the physical differences between the sexes?	

Considerations/Examples	**Notes/ Comments**
PHYSICAL CHARACTERISTICS / APPEARANCE STEREOTYPES (con't)	
Do the materials:	
Imply that women have no stamina and that all men lack grace and dexterity?	
Imply that men are or should be large and *robust* and women small and *dainty*?	
Describe females in terms of their physical appearance while describing men in terms of accomplishment or character and not appearance?	
Present grooming as a factor in being hired only for females?	

Considerations/Examples	**Notes/ Comments**
OTHER STEREOTYPES	
Do the materials:	
Use stereotyped stick figures in graphs or charts?	
Refer to physical characteristics or family connection when the information is not relevant?	
Describe men in terms of accomplishments or titles?	

GENDER UNDERREPRESENTATION

Considerations/Examples

Notes/ Comments

UNDERREPRESENTATION

Do the materials:

Use the generic "he" to include both males and females when gender is unspecified?

Use universal male terms when the word is meant to include both sexes (e.g., mankind, manmade, manpower, forefathers)?

Diminish the issue of sexual equality by lumping the problems of women and minorities together?

Omit or diminish the achievement of women in historical and biographical references for their achievements?

Include historical/contemporary quotes and anecdotes from men more frequently than those from women?

Consistently use male voices to narrate audio materials?

Use genderless drawings in order to avoid being gender-fair?

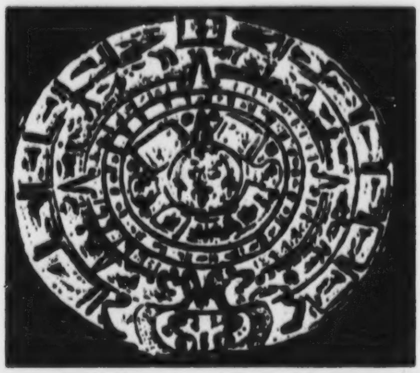
Show men as central figures and women as peripheral characters?

Portray women in subservient or inferior roles?

GENDER SEGREGATION

Considerations/Examples	**Notes/ Comments**
SEGREGATION	
Do the materials:	
Use unparalleled terms in referring to males and females (e.g., Dr. Jones and his secretary, Ellen; Senator Kennedy and Mrs. Ghandi)?	
Consistently show males as group leaders and female in subordinate roles?	
Isolate the contribution of females in separate chapter/units, rather than integrate them naturally in the content where appropriate?	
Show women authority figures only with other women rather than in a gender integrated setting?	

"The inability to view another culture through its cultural lens rather than through one's own cultural lens prevents an understanding of the second culture. This inability usually makes it impossible to function effectively in a second culture. By overcoming one's ethnocentric view of the world, one can begin to respect other cultures and even learn to function comfortably in more than one cultural group."



Donna Gollnick and Philip Chinn
Multicultural Education in a Pluralistic Society
Macmillan College Publishing Company, 1994

The **Aztec calendar** is a pictograph carved on stone. It tells the history of the universe. In the center is the sun god. The ring of 20 symbols represents the days of the months in the 18-month Aztec year.

RACIAL AND ETHNIC BIASES: AN OVERVIEW

Bias is shown in textbooks and other instructional materials in numerous ways. This section provides insight into how it is manifested toward race and ethnicity.

Consider, if you will, that racism, a form of racial bias, is one of the oldest and most insidious forms of inequity practiced by this society, the United States of America. It is defined as the belief that assigns people to an inferior or limited role based on race or skin color, with the assumption that the racial or ethnic group characteristics determine a person's capabilities and behavior. The glorification of one race over others and the consistent exclusion of certain races are also instances of racism.

Racism is an idea that grew with the birth of this nation. Inherited and introduced into this country by the English, racism is a practice that predates the 13 colonies and thus, the nation. At one time, it was even the law of the land. Therefore, most institutions created in this society have carried out the practice of both racial and ethnic bias.

Racism and racial/ethnic slurs are pervasive in our society. They have proliferated in the society through ethnic jokes and epithets. Derogatory terminology based on physical features such as skin color, hair and so forth, constitutes the major focus of racial and ethnic slurs. Ethnic slurs also include those directed toward individuals from specific geographical, national, or religious groups. They are continued through instructional practices and individual behavior.

Like racial and ethnic slurs, racial and ethnic stereotypes are also pervasive in all forms of media - print and nonprint. Textbooks are no exception. Just like other institutions, publishing companies have projected a biased, monocultural image of our society. Materials that they developed have been created and designed to reflect a false perception of the nation.

Our society has been described as a *Melting Pot*. As a model, the melting pot idea was predisposed to racism. By design, only certain racial/ethnic groups were intended to be a part of this melting process. Even for those select groups, there was the expectation that the rich culture and heritage of the "old" land would be abandoned for the "new" land culture. The racial and ethnic biases perpetuated by this outmoded sociological model was reflected in our institutions. The textbook publishing institutions were no exception.

The Melting Pot theory had far-reaching positive effects on the lives of some groups who immigrated to this country. However, for the visible minorities, its effect has virtually been negative. Entry into the mainstream of American life was limited because racial inequality was the mandate of the times.

However, in the 1950's, African American demands for equality ushered in sweeping changes within the society. The educational publishing industry was not exempt from exacting change. For the first time, how blacks were portrayed in textbooks was addressed. In subsequent years, the portrayal and inclusion of women, other minorities, and ethnic groups are continuing to be addressed.

The process has been slow. However, many improvements have been made to reflect equality in printed materials, not only for blacks, but for women and other ethnic groups. Textbook publishers have been challenged to do their part to get rid of stereotypes, eliminate slurs, address underrepresentation, and to include pictorial and written content that reflects a pluralistic society.

This has been a long and painful task. This process continues to take many twists and turns. Conducting a bias review for racial/ethnic perspective is part of the process for continuous quality improvement. The following worksheets offer examples of racial/ethnic slurs, stereotypes and erroneous representations which may be useful in conducting a bias review.

RACE/ETHNICITY SLURS

The following are examples of slurs: derogatory statements, words, modifiers and innuendoes that are still frequently used as part of everyday language in American society. While we may not find these exact words in educational materials, more subtle forms of racial/ethnic slurs may still exist. This sheet is intended for use in detecting actual or implied slurs that appear in the materials (i.e. textbooks, audio, visual, and other print/nonprint materials) under review and to document the existence and location of these slurs.

Direction: *Read/view the instructional materials under consideration. Where slurs appear, use the worksheet to: 1) document actual slur statements, 2) indicate page/scene/section where slur is located, 3) determine the racial/ethnic group toward which the slur was directed and then formulate a judgment regarding the degree to which slurs appear in the materials under consideration.*

African American Examples		**Slur Statement Documentation**
Sambo	Ghetto dweller	
Nigger	Handkerchief head	
Oriole	Jungle Bunny	
Asian American Examples		
Rice eater	JAP	
Chink	Slant eye	
Hispanic American Examples		
Wetback	Greasy	
Spic	Illegal Alien	
Native American Examples		
Squaw	Redskin	
Savage	Scalper	
European American Examples		
Redneck	Honky	
White trash	Polack	
JAP (Jewish American Princess)		
Wiggers (whites dressed as blacks)		

RACE/ETHNICITY STEREOTYPES

Considerations/Examples

Notes/ Comments

GENERAL STEREOTYPES

Do the materials:

Associate a given racial/ethnic group with a particular activity (e.g., all blacks play basketball)?

Associate a particular group with only one or two geographical locales and/or settings (e.g., Whites live in the suburbs)?

Limit social relationships between people of different ethnic/ racial groups (e.g., only Germans attend Oktoberfest)?

Consistently show ethnic/racial groups in stereotypical/ traditional dress (e.g., Native Americans wearing feathers).

Portray an ethnic/racial group, through language or symbols, as superior or inferior with regard to the following :

> contributions to society, intelligence, education, leadership ability, emotional stability, morality, honesty, physical appearance, industriousness, physical capabilities, social institutions, social structures, social organizations (e.g., only white men are pictured as members of the Jaycees)?

Imply restrictions on any racial/ethnic group from mixing socially or in the workplace with other groups by the inclusion of segregated pictures (e.g., migrant workers are always pictured as Mexicans)?

Conveys negative qualities through comparison of physiognomy?

Considerations/Examples

Notes/ Comments

FAMILY/SCHOOL ROLE - African Americans

Do the materials:

Depict African Americans as living exclusively in depressed urban areas (e.g., inner city slums, ghettos)?

Depict the African American women disproportionately as single heads of households?

Imply that African American men are irresponsible?

Imply that the African American children pursue less serious courses in school (e.g., general math vs. calculus, or general science vs physics)?

Portray both African American adults and children as followers rather than leaders?

Portray the African American youths in less scholarly pursuits (e.g., boys hanging around in the streets, carrying boomboxes/ walkmans or playing basketball; girls shown at home, loafing or talking on the telephone)?

Portray Africans as poor, living in the jungle, bush or in a "hut"?

Portray African American women as fat bossy nags who love to cook?

Imply that African American men willfully and without purpose desert their families?

Portray African American women as sultry temptresses?

Imply that teenage mothers are exclusively African American?

Considerations/Examples	**Notes/ Comments**

FAMILY/SCHOOL ROLE STEREOTYPES - Asian Americans

Do the materials:

Depict Asian Americans as living in ethnic neighborhoods (e.g., Chinatown, Little Seoul)?

Portray Asian Americans in homes crowded with many people?

Show Asian American children only in math or computer classes?

Depict Asian American children only playing ping pong or participating in gymnastics?

Imply that Asian American women are passive or submissive?

Imply that all Asian American marriages are arranged according to the family wishes?

Portray Asian Americans as smarter than other ethnic groups?

Considerations/Examples	**Notes/ Comments**

FAMILY/SCHOOL ROLE STEREOTYPES - Hispanic Americans

Do the materials:

Depict Hispanic men as domineering over women?

Portray all Hispanic families as large and extended?

Portray a typical Hispanic meal only consisting of tacos or burritos?

Imply that all Hispanics live in barrios?

Imply that all Hispanics need Bilingual Education?

Associate a typical school or community celebration with breaking a pinata?

Considerations/Examples | **Notes/ Comments**

FAMILY/SCHOOL ROLE STEREOTYPES - Hispanic Americans (con't)

Do the materials:

Show Hispanic men as sexy *Latin Lovers*?

Portray Hispanic women as a hard working, poor, submissive, self-sacrificing religious mothers of many?

Portray Hispanic girls as undereducated and nice, with marriage as their primary goal in life?

Create an image of Hispanic women as fat apron-clad peasants or cooks?

Considerations/Examples | **Notes/ Comments**

FAMILY/SCHOOL ROLE STEREOTYPES - Native Americans

Do the materials:

Depict Native American women as subservient to their men, heavyset workhorse-types who do all the work?

Depict family life as the same for all tribal groups?

Show Native Americans living exclusively in teepees or on reservations, as opposed to living in contemporary housing like other Americans?

Depict a typical family meal as consisting of *meat from the hunt or kill*?

Depict images of the *Indian Princess* with European features and often in love with a white man, for whom she is willing to sacrifice her life?

Considerations/Examples	**Notes/ Comments**

FAMILY/SCHOOL ROLE STEREOTYPES - European/White Americans

Do the materials:

Depict European American students as competitive and lacking concern for others?

Depict European American men as domineering heads of household and sole breadwinners?

Imply that all European American families live in the suburbs and are snobs?

Portray a typical family as having two children who are brats?

Depict European American women as overbearing PTA room mothers?

Depict European American men as uninterested in the details of their children's daily learning/education?

Portray European American women as passive, submissive and subservient to men?

Imply that European American college students are over - achievers and dysfunctional?

Considerations/Examples	**Notes/ Comments**

OCCUPATIONAL ROLE STEREOTYPES - African Americans

Do the materials:

Depict African American men as smooth talking con men or athletic super jocks?

Imply that African Americans are less prepared or less adequate as professionals?

Considerations/Examples **Notes/ Comments**

OCCUPATIONAL ROLE STEREOTYPES - African Americans (con't)

Do the materials:

Portray African Americans in only certain professions (e.g., sports, music, teaching or actors in TV sitcoms)?

Depict African Americans as being the majority of individuals receiving welfare?

Depict African Americans only in low wage jobs (e.g., maids, domestic workers, janitors or fast food employees)?

Portray African American professionals only when there is a crime committed on the job?

Imply that African Americans are lazy and don't/won't hold a job?

Considerations/Examples **Notes/ Comments**

OCCUPATIONAL ROLE STEREOTYPE - Asian Americans

Do the materials:

Depict Asian Americans in a limited number of vocations or professions (e.g., restaurant owner or worker, laundry owner, computer technician)?

Imply that all Asian Americans are good mathematicians?

Portray Asian American women as sexy, sweet *China Dolls* or *Geisha Girls*?

Show Asian American women as housewives and imply that they do not work?

Depict Asian American women only in apparel sweatshops in the New York garment district or similar settings?

Considerations/Examples **Notes/ Comments**

OCCUPATIONAL ROLE STEREOTYPES - Hispanic Americans

Do the materials:

Imply that all Hispanics are migrant workers or field hands?

Depict Hispanics in low wage earning positions (e.g., janitors, cooks, housekeepers in hotels, baggers in supermarkets)?

Portray Hispanic women as housewives with lots of children?

Imply that Hispanics are unemployed or illegal aliens?

Imply that Hispanics are incapable of holding leadership positions (e.g., mayors, governors, congressional representatives, business owners, senators)?

Considerations/Examples **Notes/ Comments**

OCCUPATIONAL ROLE STEREOTYPES - Native Americans

Do the materials:

Depict Native American men exclusively as warriors, braves and hunters?

Depict Native American women exclusively as overworked fat squaws who work around the village?

Imply that the only leadership role that a Native American male can hold is that of a chief?

Imply that Native Americans are unintelligent and incapable of holding a job or doing substantial work?

Imply that Native Americans lack the ability to deal with modern technology?

Depict Native American actors exclusively in cowboy and Indian movies?

Considerations/Examples | **Notes/ Comments**

OCCUPATIONAL ROLE STEREOTYPES - European/White Americans

Do the materials:

Portray European Americans in leadership positions/roles (e.g., CEO's, bank presidents) as insensitive to the needs of others?

Imply that European American adult workers are more likely to be competitive than cooperative?

Imply that all European American males are in high wage earning positions (e.g., doctors, lawyers, engineers, scientists)?

Imply that European American youths are more willing to work than youths from other racial groups?

Portray European American union workers as self serving?

Considerations/Examples | **Notes/ Comments**

PERSONALITY TRAIT STEREOTYPES - African Americans

Do the materials:

Imply that African Americans are lazy and don't/won't hold a job?

Portray African American males as violent gang member types?

Portray Africans as exotic and primitive?

Imply that African Americans are not punctual/have disregard of time?

Imply that African Americans or Africans are the only groups that participate in civil disorders and looting; and further imply that they are wrong for creating civil disorder?

Considerations/Examples

Notes/ Comments

PERSONALITY TRAIT STEREOTYPES - African Americans (con't)

Do the materials:

Imply that African Americans are excessively engaged in vices, such as gambling, drugs, and alcohol?

Depict African Americans as speakers of "black" English?

Portray African Americans with little drive or desire to succeed in academic and intellectual endeavors?

Considerations/Examples

Notes/ Comments

PERSONALITY TRAIT STEREOTYPES - Asian Americans

Do the materials:

Show Asian Americans as always smiling and bowing?

Imply that Asian American men are wise, inscrutable or mystical?

Picture Asian Americans only as mannerly, well-behaved, and passive individuals?

Depict Asian American women as submissive and uneducated?

Depict Asian Americans as overly sincere and lack the ability to have fun?

Considerations/Examples	**Notes/ Comments**

PERSONALITY TRAIT STEREOTYPES - Hispanic Americans

Do the materials:

Portray Hispanics as being lazy because they take siestas?

Imply that Hispanic males are prone to violence (e.g., gang members, knife-wielding, hang on the street corners, mustached bandits, "frito banditos")?

Depict Hispanics as ignorant, lazy, uneducated peons or peasants?

Depict Hispanic women as docile and lacking strength?

Diminish the role of migrant workers and imply that people who do this work lack strength or character?

Considerations/Examples	**Notes/ Comments**

PERSONALITY TRAIT STEREOTYPES - Native Americans

Do the materials:

Imply that all Native Americans are violent (i.e., savages, scalpers, warlike)?

Imply that Native Americans are prone to be alcoholics?

Portray medicine men as evil/sinister characters?

Portray Native Americans as stoic, loyal followers?

Portray Native Americans as being closer to nature than other ethnic groups?

Portray Native Americans as having no sense of humor?

Considerations/Examples	Notes/ Comments

PERSONALITY TRAIT STEREOTYPES - European/White Americans

Do the materials:

Imply that individuals from European cultures are bossy, controlling or out to dominate other people?

Imply that European Americans are untrustworthy?

Portray European Americans as having insincere intentions or hidden agendas when helping others?

Imply that all European Americans are out to conquer others?

Considerations/Examples	Notes/ Comments

PHYSICAL CHARACTERISTICS / APPEARANCE - African Americans

Do the materials:

Portray African Americans only in afro-centric dress, as opposed to mainstream western dress?

Use illustrations or photos which portray African Americans with the same features?

Exaggerate the physical features of Africans/African Americans (e.g., African American women with large bottoms, African American men with muscular bodies)?

Portray African Americans with a limited range of skin colors (light vs. dark), hair styles (corn rows vs. chemically relaxed), or other physical features (large lips vs. thin, broad noses and fat cheeks vs. keen noses and boney cheeks)?

Depict African American women in sexy/revealing apparel?

Depict African American women as fat and greasy looking?

Considerations/Examples	**Notes/ Comments**

PHYSICAL CHARACTERISTICS / APPEARANCE - Asian Americans

Do the materials:

Picture Asian Americans as bucktoothed and wearing glasses?

Imply that Asian Americans are all alike, especially with slanted eyes?

Portray Asian Americans always walking with quick short steps?

Portray Asian American women always in traditional dress (kimonos, etc.)?

Show all Asian Americans as short and slim in stature?

Considerations/Examples	**Notes/ Comments**

PHYSICAL CHARACTERISTICS / APPEARANCE - Hispanic Americans

Do the materials:

Portray Hispanic Americans as short peasants or peons, riding a donkey and wearing a sombrero and serape?

Imply in its pictorial content that all Hispanics are the same skin color (brown) with straight black hair?

Depict Hispanic women as short and big-bosomed?

Depict young Hispanic women as sultry and flirtatious?

Considerations/Examples | **Notes/ Comments**

PHYSICAL CHARACTERISTICS / APPEARANCE - Native Americans

Do the materials:

Imply that all Native American tribal groups look and dress alike (e.g., wear feathers or loin cloths)?

Picture Native Americans with very little clothing, often in cold or inclement weather?

Portray Native Americans as red skinned and with big noses?

Depict Native American women as buxom or obese with a papoose on their backs?

Considerations/Examples | **Notes/ Comments**

PHYSICAL CHARACTERISTICS / APPEARANCE - European/White Americans

Do the materials:

Depict low-income European Americans as dirty and unkempt?

Imply that all European American women are overly concerned with make-up and getting their hair professionally done?

Depict Europeans as all having the same skin tone and facial features?

Depict European Americans with a limited range of physical features (e.g., flat bottoms, sharp pointed noses, large Adam's apple, thin lips, straight hair and pale white skin)?

Picture individuals in stereotypical traditional dress exclusively to illustrate ethnic diversity among groups (French in berets, Scots in kilts)?

Portray European American blue collar workers as "beer belly" slobs?

RACE/ETHNICITY UNDERREPRESENTATION

Considerations/Examples

Notes/ Comments

UNDERREPRESENTATION

Do the materials:

Omit or diminish other ethnic minorities in historical and biographical references for their achievement?

Depict mostly European women when the achievements of women are shown vs. selection of a multicultural variety of achievers?

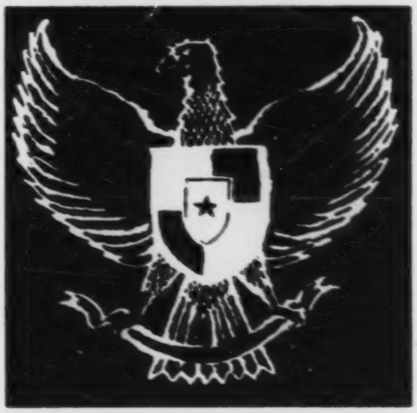
Portray characters of European descent in leadership roles to the exclusion of other ethnic leaders?

Portray minority ethnic groups mostly in subservient roles?

RACE/ETHNICITY SEGREGATION

Considerations/Examples	Notes/ Comments
SEGREGATION	
Do the materials:	
Include information and insight about minorities and women in separate units or lessons only?	
Portray minority ethnic groups only in the context of their ethnicity rather than as individuals?	
Show minorities and women as peripheral characters in text or illustrations?	

"You see the rich variety of people in your city and in your workplace and are saddened by the misunderstandings that keep your city, your country ... from being what it could be. Imagine what these people with all their experiences, skills and ways of looking at things could create if they were allowed to reach their potentials."



Dr. George Simons
__Working Together: How to Become More Effective In a Multicultural Organization__
Crisp Publications, Inc., 1989

This Eagle represents the Coat of Arms for Indonesia. Written on the coat is the Indonesian national motto which means Unity Through Diversity. The motto dates back to the 1200's.

PHYSICAL AND MENTAL DISABILITIES: AN OVERVIEW

Continuing our focus on dimensions of bias, the worksheets in this section will highlight stereotypes, derogatory descriptors and erroneous representation of persons with disabilities. The history of how we as a nation have treated persons with disabilities has been, to say the least, atrocious. They have been portrayed in books, media and film in degrading and unjust manners. Often they are simply not portrayed at all. The latter sends a strong message that these people don't really exist, or are not important.

Today, national media is contributing toward changing society's perception of and commitment to fair and equitable treatment of persons with mental, physical and other health impairments. The portrayal of hundreds of thousands of U.S. citizens maimed and mangled by war has contributed to the understanding of the problems faced by those who are disabled. In addition, countless individuals - parents, educators, political allies, and in some cases the disabled, themselves - have advocated for new laws and have created awareness of the needs of this population.

Society has not always been eager to recognize or meet its responsibility to individuals with disabilities. Consider that prior to 1800, persons who were mildly retarded were not considered a major problem. However, those who were severely retarded were routinely killed. In the name of progress (from the killing days), hospitals, colonies and asylums were built to "put them away." Today we are making progress toward eliminating all forms of prejudice and discrimination against persons with disabilities.

Visible signs of our progress include such things as: special parking spaces, handicapped ramp entrances and braille signage. Other things are not so visible. They include special education and housing for independent living. The legal system has been used to effect necessary changes. For example, Section 504 of Public Law 93-112, the Vocational Rehabilitation Act, Amendment of 1973, Public Law 94-142, the Education for All Handicapped Children, and the Americans with Disabilities Act (ADA) are but a few of the legislative acts related to this issue. ADA guarantees equal opportunity in employment, public accommodations, transportation, state and local government services and telecommunications. The other laws mentioned above respond to the need for education and training.

These laws have resulted in helping persons with disabilities overcome major hurdles in their lives. However, many issues and concerns still need to be addressed. It is important, therefore, that persons with disabilities are portrayed in positive ways in print and non-print materials. This strategy will help change attitudes and behaviors toward this particular population.

The worksheets which follow provide trainers and trainees with a tool for becoming aware of past and present biases perpetuated against the disabled. They are to be used as a training tool to help individuals detect biases in textbooks and other instructional materials.

DISABILITY SLURS

The following are examples of slurs: derogatory statements, words, modifiers and innuendoes that are still frequently used as part of everyday language in American society. While we may not find these exact words in educational materials, more subtle forms of disability slurs may still exist. This sheet is intended for use in detecting actual or implied slurs that appear in the materials (i.e., textbooks, audio, visual, and other print/nonprint materials) under review and to document the existence and location of these slurs.

Direction: *Read/view the instructional materials under consideration. Where slurs appear, use the worksheet to: 1) document actual slur statements, 2) indicate page/scene/section where slur is located, 3) determine the disability group toward which the slur was directed and then formulate a judgment regarding the degree to which slurs appear in the materials under consideration.*

Physical Disabilities Examples	Slur Statement Documentation
Drooler	
Feeb	
Blind as a bat	
Midget	
Mongoloid	
Deaf & dumb	
Quad	
Squinter	
Peg-leg	
Mute	
Spastic	
Hook-arm	
Ugly hunchback	

Mental/Emotional Disabilities Examples	Slur Statement Documentation
Retard	
Dimwit	
Imbecile	
Moron	
Mental	
Simpleton	
Ignoramus	
Dumbbell	

DISABILITY STEREOTYPES

Considerations/Examples **Notes/ Comments**

GENERAL STEREOTYPES

Do the materials:

Tend to oversimplify and generalize about individuals with disabilities (i.e., dependent, objects of pity, isolate them from the mainstream)?

Focus only on the person's disability and not the person as a whole (i.e., intellect, desires, strengths)?

Depict persons with disabilities as not capable of or desiring relationships with persons who are not disabled?

Suggest different standards of behavior, performance, and discipline for handicapped persons than that required for non-disabled persons.

Use handicapping conditions as a noun (e.g. the deaf, the blind, the handicapped)?

Refer to people with disabilities as "afflicted by" or "afflicted with?"

Patronize person with disabilities?

Considerations/Examples **Notes/ Comments**

FAMILY/SCHOOL ROLE STEREOTYPES

Do the materials:

Imply that some school interests or activities are not valid for persons with disabilities?

Depict persons with disabilities as incapable or not desiring intimate relationships (e.g., marriage, dating) or parenting?

Considerations/Examples | **Notes/ Comments**

FAMILY/SCHOOL ROLE STEREOTYPES (con't)

Do the materials:

Portray persons with disabilities as dependent rather than independent?

Imply that persons with disabilities rely on family members to get their food and basic necessities?

Imply that persons with disabilities are incapable of enjoying a wide range of leisure time or sports activities?

Use the term "children" to reflect individuals in special education, even though many programs serve adults?

Considerations/Examples | **Notes/ Comments**

OCCUPATIONAL ROLE STEREOTYPES

Do the materials:

Imply that all physically-challenged persons are restricted in their job opportunities?

Imply that persons with disabilities are not capable of performing in decision-making positions (e.g., managers, supervisors, etc.)?

Portray mentally-challenged persons as always doing mundane and routinized work?

Portray persons with disabilities as weak and helpless, not suited for meaningful work assignments?

Imply that persons with disabilities achieve their positions due to something other than their abilities?

Depict persons with disabilities only in certain occupations and levels of work?

Considerations/Examples	Notes/ Comments
OCCUPATIONAL ROLE STEREOTYPES (con't)	

Do the materials:

Depict physically-challenged persons only in positions requiring lower levels of intelligence, skill or expertise?

Depict persons with disabilities as marginal employees having only marginal worth to the company or institution?

Imply that all persons with disabilities are nonproductive, unemployed or in need of government assistance?

Considerations/Examples	Notes/ Comments
PERSONALITY TRAIT STEREOTYPES	

Do the materials:

Imply that persons with disabilities lack ambition, fortitude and vision?

Imply that persons with disabilities are needy and unable to make decisions for themselves?

Depict the physically-challenged person as bitter and non-accepting of their handicapping condition?

Depict persons with disabilities as animated or funny, unable to comprehend the seriousness of certain situations?

Depict persons with disabilities as meek/mild mannered, unable to be assertive?

Depict persons with disabilities as unable to control their emotions?

Imply that persons with disabilities are childlike and lack adult responses, desires or needs?

Considerations/Examples | **Notes/ Comments**

PHYSICAL CHARACTERISTICS/APPEARANCE STEREOTYPES

Do the materials:

Imply persons with disabilities are fragile/feeble, without the strength to participate in any physical activities?

Depict persons with disabilities as unkempt and/or untidy?

Show persons with disabilities with exaggerated body parts (large-sized heads) inappropriately?

Suggest that all persons with disabilities require external devices (e.g., wheelchairs, crutches) while ignoring the vast number of disabling conditions that don't require external devices?

Imply that persons with disabilities lack mental ability?

Portray individuals with mental impairment as being physically unattractive?

DISABILITY UNDERREPRESENTATION

Considerations/Examples | **Notes/ Comments**

UNDERREPRESENTATION

Do the materials:

Show no persons with disabilities in workplace illustrations?

Imply in written content that persons with disabilities are nonexistent?

Imply that everyone is an able-bodied and/or able-minded person, not recognizing that some people do have physical and mental limitations?

Considerations/Examples | **Notes/ Comments**

UNDERREPRESENTATION (con't)

Do the materials:

Diminish or gloss over issues/concerns of persons with disabilities?

Portray only able-bodied individuals as contributors to and makers of history?

DISABILITY SEGREGATION

Considerations/Examples | **Notes/ Comments**

SEGREGATION

Do the materials:

Imply that certain handicapping conditions are only a phenomenon of certain ethnic groups?

Show persons with disabilities only from certain socio-economic backgrounds?

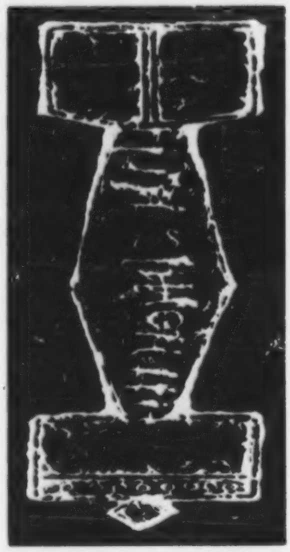
Show persons with disabilities alone or with individuals like themselves?

Include separate chapters or units on persons with disabilities rather that naturally integrating them where appropriate?

Depict groups of persons with disabilities always separated from the mainstream?

Portray persons with disabilities on the periphery of activities, rather than as an integrated member?

"No one of us individually caused the horrendous conditions that assault the people of today, but at the same time, we bear the collective responsibility for correcting it. As my friend Awiakta says, 'In the fullness of time, we will create a new harmony for all our people' ...Any effort that has to do with multicultural issues requires much time and energy, hard work, many hearts and many minds. The end result of such collaboration is a strengthened perspective."



Beverly Slapin and Doris Seale
From Through Indian Eyes: The Native Experience In Books for Children
New Society Publishers, 1992

A **Prayer Stick** is an artifact used by the Kickapoo Indians of the Eastern Woodlands at religious ceremonies. Markings were made on the stick as a reminder of the order of prayers or of past events.

SOCIOECONOMIC BIASES: AN OVERVIEW

What images do you conjure up when you think of the lower class? Most people would agree that the prevailing image is that of a person with little or no income, little or no education, living in squalor, and deserving of their status in life. Most would further agree that income is the single most accepted factor that has created social stratification and determines one's level or class in this country. However, many individuals accept and follow the notion that individuals are also assigned socially defined positions based on occupation, race, and gender, as well as class.

Because of the class phenomena, negative and positive characteristics are assigned individuals and groups, privileges or lack of privileges are determined, opportunities are enjoyed or denied, and the list goes on and on. One's income or one's economic level, then, often becomes a part of one's inheritance of position, prestige and influence in society.

Because of these phenomena, prejudice and discrimination have developed based on socioeconomic status (SES). Myths have been created which perpetuate biases toward each level - low, middle and upper class. The most adversely affected has been the lower class.

Out of the biases toward or against each level has emerged slurs, stereotypes and erroneous group representations. The most negatively affected has been the lower class. Civil rights and women's organizations are trying to combat the institutionalized acceptance and expectation of behavior that has resulted in gross inequalities against individuals based on class as defined by income.

Biases based on SES have affected the ability to achieve equity. The hardest hit has been the lower class. Also impacting individuals at this level are biases based on race or ethnicity, gender, and/or age which places them in double or more jeopardy.

Combating the effects of bias based on SES presents a great challenge. This challenge is further affected by the images created and continued through mass media. However, educational institutions share a great deal of the blame by their use of textbooks and other instructional materials that perpetuate biases toward SES.

The worksheets in this section delineate the depth and breadth of the biasing elements that have existed in the past and continue to abound in the present. Evaluating the instructional material for the inclusion of biasing elements is essential if we are to improve inequities created by SES. Practice in detecting such biases will not only increase the chance of educators becoming more sensitive to the issue, but should also result in their students being exposed to nonbiased materials. The pages which follow are designed with that purpose in mind.

SOCIOECONOMIC SLURS

The following are examples of slurs: derogatory statements, words, modifiers, and innuendoes that are still frequently used as part of everyday language in American society. While we may not find these exact words in educational materials, more subtle forms of socioeconomic slurs may still exist. This sheet is intended for use in detecting actual or implied slurs that appear in the materials (i.e., textbooks, audio, visual, and other print/nonprint materials) under review and to document the existence and location of these slurs.

Direction: *Read/view the instructional materials under consideration. Where slurs appear, use the worksheet to: 1) document actual slur statement, 2) indicate page/scene/section where slur is located, 3) determine the socioeconomic group toward which the slur was directed and then formulate a judgment regarding the degree to which slurs appear in the materials under consideration.*

Lower Class Examples	**Slur Statement Documentation**
Live across the tracks Lowlifes Ghetto/slum dwellers Lazy Welfare recipients Retards White trash Cheap skates	

Middle Class Examples	**Slur Statement Documentation**
Gold diggers Social climbers Bourgeois Brown-nosers Preps Factory rats Trendsetters Liberals	

SOCIOECONOMIC SLURS (con't)

Upper Class Examples	**Slur Statement Documentation**
Snobs	
Uppercrust	
Socialite	
Country club set	
Well-Bred	
Exclusive	
Discerning taste	
Tax loopers	
Privileged	
Penthouse dwellers	

SOCIOECONOMIC STEREOTYPES

Considerations/Examples	Notes/ Comments
GENERAL STEREOTYPES	
Do the materials:	
Portray upper income people as the "good" people and lower income people as "bad" people?	
Imply that material possessions determine economic status?	
Use dress to denote one's social status?	
Imply that manners/etiquettes denote one's socioeconomic status?	
Imply that education denotes a particular financial status?	

Considerations/Examples	Notes/ Comments
FAMILY/SCHOOL ROLE STEREOTYPES	
Do the materials:	
Depict only middle and upper income families with a male as the head of the household?	
Imply that lower income couples have large families?	
Depict mostly lower income families with single mothers as the head of the household?	
Imply that women who don't work are from middle/upper socioeconomic groups?	
Portray schools in more affluent neighborhoods as orderly and clean while schools in lower income neighborhoods are portrayed as chaotic and unclean?	
Imply that only lower income students and adults use drugs or abuse alcohol?	

Considerations/Examples	Notes/ Comments
FAMILY/SCHOOL ROLE STEREOTYPES (con't) **Do the materials:** Portray only lower income teenage girls as single parents? Portray all upper/middle class persons as having achieved high levels of education?	

Considerations/Examples	Notes/ Comments
OCCUPATIONAL ROLE STEREOTYPES **Do the materials:** Imply that people who work in physical labor jobs are poor? Imply that people in office jobs are rich? Imply that wearing a uniform or specific clothing at work denotes a specific financial status? Imply that jobs paying lower rates of pay are not honorable? Imply that owning a particular business or working in a particular job is less or more prestigious than another? Imply that persons from the lower class are not suited for certain kinds of jobs?	

Considerations/Examples	Notes/ Comments
PERSONALITY TRAIT STEREOTYPES **Do the materials:** Portray lower income persons as inept and incapable of handling stress, decision making, etc.? Imply that middle and upper class individuals are brusque and insensitive in relationships?	

Considerations/Examples | **Notes/ Comments**

PERSONALITY TRAIT STEREOTYPES (con't)

Do the materials:

Portray middle and upper class individuals as snobs?

Imply that persons from lower income households are violent and quick tempered?

Portray middle/high income persons as even-tempered and controlled?

Considerations/Examples | **Notes/ Comments**

PHYSICAL CHARACTERISTICS/APPEARANCE STEREOTYPES

Do the materials:

Portray lower income families as unkempt?

Associate ugliness and affliction with persons of lower income?

Portray middle/high income persons as beautiful or good looking?

Portray lower income women as stout or obese?

Associate particular disabilities with family income (e.g., poor people have children with Down's syndrome)?

Considerations/Examples | **Notes/ Comments**

OTHER STEREOTYPES

Do the materials:

Imply that all lower income persons speak substandard English?

Imply speakers of foreign languages are low income/poor?

SOCIOECONOMIC UNDERREPRESENTATION

Considerations/Examples	Notes/ Comments
UNDERREPRESENTATION	
Do the materials:	
Imply that persons from lower income households don't achieve their goals?	
Show only middle/higher socioeconomic groups enjoying certain kinds of activities, sports, or entertainment?	
Imply that only certain ethnic groups - primarily from European roots - achieve higher socioeconomic status?	

SOCIOECONOMIC SEGREGATION

Considerations/Examples	Notes/ Comments
SEGREGATION	
Do the materials:	
Provide lots of information about middle and upper class contributors and scant information about the poor?	
Depict lower class individuals as criminals and fail to include white-collar crime?	
Portray positive role models as being only middle and upper class individuals?	

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BIBLIOGRAPHY
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To ensure educational equity, this document has been reviewed to eliminate bias or stereotyping.

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Reflecting Equity and Diversity

Bias Awareness and Procedure Training Course

PART III

Michigan Department of Education
1995

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WITH THE ASSISTANCE OF

Mary Edmond, Principal Consultant
Reflections Unlimited, Grand Rapids, Michigan

William Weisgerber, State Director
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INTRODUCTION TO TRAINING COURSE

This package is designed to be used as a separate training course for preparing reviewers to use the procedure for evaluating instructional materials for bias. It is appropriate for teachers who select instructional materials, curriculum developers and writers, textbook selection committees, employment/job trainers, and administrators who make decisions about curriculum products. All handouts, transparencies, a course completion certificate model, checklists, and worksheets are included in this training course.

This is one of three guides that have been designed to assist both the novice and experienced individuals or teams who have responsibility for selecting instructional materials.

Part I: Guidelines and Procedure for Evaluating Instructional Materials for Bias outlines a detailed procedure to evaluate and document the degree to which reviewed materials contain biases.

Part II: Bias Awareness Training Worksheets contains examples of biases ranging from the extreme and more blatant types to the new and more subtle types of slurs, stereotypes, and erroneous representations that have existed or could exist in textbooks and other instructional materials. They are intended for use in training reviewers to recognize biases. It includes a bibliography for further reading, examples of nonbiased ways to depict individuals or groups, and several articles which address issues of bias.

Part III: Training Course is a separate training package for preparing reviewers to use the bias review procedure and guidelines for evaluating instructional materials for bias. The package is complete with trainer directions, handouts, and transparency masters.

The training may take three to six hours, depending on the experience and interests of the participants. In addition the number of hours to use depends on the amount of time the trainer allocates for group discussion and for optional learning activities. Separate sections may be conducted on different days and at different times.

A major key to the success of the training is trainer preparation and organization.

TRAINING COURSE

REFLECTING EQUITY AND DIVERSITY

Guidelines and Procedure for Evaluating Instructional Materials for Bias

PREPARING FOR TRAINING

- Elements of Effective Training
- Icebreaker

SECTION I. INTRODUCTION AND OVERVIEW OF TRAINING

SECTION II. IDENTIFYING BIASING ELEMENTS

- Definition of Biasing Element
- Types of Biasing Elements

SECTION III. DECISION-MAKING STEPS

- Bias Review Procedure
- Identification and Documentation

SECTION IV. PRACTICE USING BIAS REVIEW CHECKLIST

- Individual Review
- Panel Review

EVALUATION

- Participant Evaluation of Training
- Training Evaluation for Trainers

HANDOUTS

- Registration Information
- Handouts
- Training Completion Certificate Model

TRANSPARENCY MASTERS

PREPARING FOR TRAINING

Materials

Prepare handouts and photocopy the required number of each. Suggestion: Use different color paper for each.

Prepare transparencies from masters.

Prepare materials for the Icebreaker activity. The suggested activity in this training package may be substituted with others as desired.

Preregister participants. A sample registration form is in the "Handout" section.

Equipment

Arrange to have an overhead projector and a flip chart (or demonstration board) with marker in the training room.

Arrange room with round tables. Include a registration desk with pens/pencils and other materials.

Review "Elements of Effective Training" (next page) and "Pretraining Checklist for Trainers" (page 5).

Review Icebreaker activity (page 6) and purpose: to help participants to relax and feel more at ease. Review instructions and the outcomes. The activity should emphasize:

- *People may not look the same, yet they have similar feelings, values, and needs.*
- *People tend to think of themselves and others in their own images. Women will create female figures and men will create male figures. Check to see if this is true with your group.*
- *Labeling people who have "configurations" different from ours is common; i.e., "analytical," "innovative," "creative," etc.*

ELEMENTS OF EFFECTIVE TRAINING

Prepare for Training

- ✓ Training objective
- ✓ Materials
- ✓ Time
- ✓ Appropriate method

Prepare Participant

- ✓ Clear expectations
- ✓ Accurate communication
- ✓ Importance of training

Present Material/Activity

- ✓ Demonstrate
- ✓ Proceed in small steps
- ✓ Training in repeating steps

A
A + B
A + B + C
A + B + C + D

Review

- ✓ Provide a summary
- ✓ Set expectations for conducting a review

Pretraining Check Sheet for Trainers

Directions: Use the form below to complete each item.

1. Prepare to train others:
   - ☐ a. Determine what the participant will be able to do when the training is complete.
   - ☐ b. Determine how well the participant will be able to perform.
   - ☐ c. Determine what materials you will need.
   - ☐ d. Determine how long this will take.
   - ☐ e. Determine how you could make the training a sensory and/or an emotional experience.

2. Prepare the participant:
   - ☐ a. Explain what would be accomplished during the training session.
   - ☐ b. Explain why the activity to be learned was necessary/important.
   - ☐ c. Explain your expectations (i.e., make performance level clear).
   - ☐ d. Check for understanding.

3. Present the material or activity effectively:
   - ☐ a. Demonstrate from start to finish.
   - ☐ b. Demonstrate the first (small) step.
   - ☐ c. Observe the participant complete the first step.
   - ☐ d. Use constructive criticism or positive reinforcement after the participant's attempt.
   - ☐ e. Demonstrate the first and second steps.
   - ☐ f. Observe the participant complete the first and second steps.
   - ☐ g. Continue demonstrating as necessary.

4. Review your training efforts:
   - ☐ a. Review what was to be learned.
   - ☐ b. Review how well it was to be performed.
   - ☐ c. Review what was learned.
   - ☐ d. Review how well it was performed.
   - ☐ e. Address future expectations (next session, conducting a review).

5. ☐ Check on learning and continue to provide constructive criticism and/or positive reinforcement.

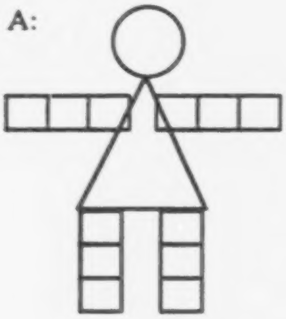
ICEBREAKER EXERCISE

Determining Group Compatibility

Instructions:

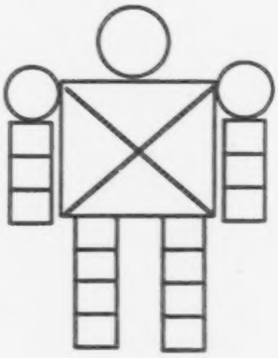
1. Using circles, triangles and squares, draw a person.
2. Count each ○ △ and □
3. Find someone else who used, in greatest numbers, the same shape you used in greatest numbers to draw your person.

Example A:



10 Squares
3 Triangles
1 Circle

Example B:



14 Squares
4 Triangles
3 Circles

What does this mean?

Key: Greatest number of □ = analytical and intellectual
○ = talkative, verbal activity
△ = keen sexual interests

Like people will be grouped together. The trainer may need to make adjustments to balance group size.

TRAINING SECTION I: INTRODUCTION AND OVERVIEW OF TRAINING

1 Hour

Thank the participants for attending the training session. Introduce yourself and tell a little about your background. Offer a brief introduction to the training, emphasizing the following points:

- *The purpose of the training is to provide you with the skills to detect and document elements in curriculum materials which may have a negative influence on the learner.*

- *A second purpose is to train potential reviewers to use the recommended bias review procedure.*

Training Transparencies 1 and 2

- *Who will use the bias review procedure? Provide rationale and identify potential users of the bias review procedure.*

  Curriculum developers
  Teachers who select instructional materials
  Administrators who verify and confirm the credibility of the procedures
  Equity coordinators
  Title IX, VI, Section 504 and ADA Coordinators
  Job coaches and employment trainers

- *An important caveat:*

  The review procedure, correctly used, is designed to assist reviewers to detect and document ***only those elements*** *in materials which have a* ***negative*** *or* ***destructive*** *influence on students by reinforcing or creating a prejudice or misconception. It should never be used to identify elements which one might* ***presume*** *would have a* ***positive*** *or* ***instructive*** *influence. Identifying "positive elements" and other strengths involves an entirely different process and set of assumptions.*

Scrap Paper

Conduct Icebreaker. This will get the participants organized into groups. The participant in each group who has the greatest number of circles becomes the group leader.

Trainer may use the flip chart to draw an example of a figure using these symbols. Ask each participant to show their "person" to the group while stating their name, position, and place of employment and one other item that may be of interest to the group.

Training Transparency 3

Use Training Transparency 3, "Training Objectives," and optional transparency 3b to provide a brief overview of the training objectives and for explaining terminology used. Explain that additional concerns and interests will be addressed when possible.

Have participants work in their groups and list negative elements in each of the following:

Group A: Gender Equity
Group B: Race/Ethnicity
Group C: Physical, Mental, or Emotional Disabilities
Group D: Socioeconomic Status

Give the following directions: For the next 15 minutes, each group will -

1. Brainstorm and discuss negative and offensive words and symbols for the groups to which you are assigned.

2. Select a recorder who will report the group's findings at the allotted time.

3. Generate a list of words and symbols.

4. Give a three-to-four-minute report on your findings.

Flip Charts/ Large Sheets of Paper

After 10-15 minutes, have the group leaders report their lists to the larger group. Group leaders or recorders should list their negative elements on large sheets of paper/flip charts and tape (on wall) where visible to entire group.

Equity Awareness Worksheet

Review "Bias Awareness Training Worksheets." Show how this information can assist reviewers in identifying and documenting biasing elements.

Discuss the organization of the Bias Awareness Training Worksheets and:

- Review cultural and diversity information on section dividers.
- Provide examples of diversity.
- Emphasize the necessity of consistency of reviewers' comments.

Suggest that each participant obtain a set of the Bias Awareness Training Worksheets for future reference. Provide at least one set of the Bias Awareness Training Worksheets for each table.

1 Hour

TRAINING SECTION II: IDENTIFYING BIASING ELEMENTS

Training Transparency 4

Define biasing element while showing Transparency 4, "What Is a Biasing Element?"

Handout A

Give participants Handout A, "Identifying Biasing Elements in Children's Literature," and have them work in their groups and identify the biasing elements. Allow approximately three minutes. The group leaders will report findings. Key ideas regarding biasing elements should include:

> Women are seen as old, whose primary function was to have large numbers of children without thought as to how to care for them and to perform domestic tasks. Males, on the other hand, are considered "fine and proud, positively."

Training Transparency 5

Show Transparency 5 and discuss types of biasing elements.

Handout B

Handout B, "Identifying Biasing Elements in Cartoons and Graphics," should be given to each participant. Have them consider each of the cartoons and identify the underlying humor in each. Main points to consider are:

Cartoon A:	Educated women are ugly and man haters. The male ego needs to be "castrated." All men see themselves as dominant.
Cartoon B:	Small people are ignored. Servers are female.
Cartoon C:	Athletes are not students -- "dumb jocks." Athletic programs are inferior if females are included.

After about eight minutes, have team leaders report their conclusions to the entire group.

Handout C

Distribute Handout C, "Identifying Biasing Elements: Case Examples." Have participants work in their groups and complete the worksheet and report to large group after about six minutes of discussion.

Training Transparency 6

Conclude this section by summarizing the main points in Section I of procedure, "What Is a Biasing Element." Show Transparency 6 to illustrate how the primary problem of gender bias is often perpetuated in the classroom.

30 Minutes

TRAINING SECTION III. DECISION-MAKING STEPS

Training Transparency 7

Handout D

Show Transparency 7, "Bias Review Procedure," and discuss the main points in using decision making in a larger context of a change process. Have participants refer to Handout D, "A Larger Context: A Change Process."

Conduct small group work session.

Give directions: Participants will be divided into four groups. Each group will be divided into four groups. Each group will:

1. Study the Bias Review Procedure from a gender, race/ethnicity, socioeconomic or disability perspective.
2. Recommend ways to use the procedure.

Training Transparency 8

Handout E

Show Transparency 8, "Identification Is...," and emphasize that the same group types appear on the Bias Review Checklist, which is Handout E. Explain each section of Handout E emphasizing that comments should be written on the back of the page or on a separate sheet of paper.

Training Transparency 9

Show Transparency 9, "Documentation Is..." Emphasize that this is a record by a trained reviewer. Discuss how the "Bias Review Awareness Worksheets" can help in identifying and documenting biases.

Handout F

Summarize this section using Handout F, Bias Review Checklist Example. It is a completed checklist that includes comments. Emphasize that the comments provide:

- Page number of bias (use descriptors in Bias Awareness Training Worksheets)
- Short description of bias
- The type of group to which bias is directed

1-1/2 Hours

TRAINING SECTION IV. PRACTICE USING BIAS REVIEW CHECKLIST

Discuss the 10 review steps in "Section II. Procedure."

Handout G

Using Handout G, "Identifying Biasing Elements in Textbooks," have participants individually complete Bias Review Checklist for the passage.

After 30 minutes of individual work, have groups of three to five reach consensus and submit one report for each passage. This is called a panel review.

Have participants present findings of equity review to the entire group. Discuss differences and similarities in the panel review reports. Then summarize the following steps of the review procedure.

1. **Selecting** and **acquiring** materials appropriate to the goals and objectives of the agency or individual.
2. **Reviewing** the materials for quality.
3. **Deciding** about what to do with materials (whatever the indications of their effectiveness with students) which contain bias.
4. **Implementing** the decision.

Review training objectives and ask if objectives have been achieved.

EVALUATION

15 minutes

EVALUATION

Have participants complete the evaluation form while you, the trainer, complete the "Training Evaluation for Trainers."

Thank the participants and present certificates (see model) to those who complete the training.

STATE OF MICHIGAN
Department of Education

CERTIFICATE OF COMPLETION

For

____

BIAS AWARENESS AND PROCEDURE TRAINING

Reflecting Equity and Diversity

______________________ ______________________
Consultant/Trainer **Date**

REFLECTING EQUITY AND DIVERSITY

Guidelines and Procedure for Evaluating Instructional Materials for Bias

Training Evaluation

Please write any suggestions you have to improve the following training components. Use the back of this form if necessary.

With 1 being the lowest and 5 the highest, rate the following:

	Low				High
I. Introduction/Overview					
Organization	1	2	3	4	5
Content	1	2	3	4	5
Quality of presentation	1	2	3	4	5
Use of training aids	1	2	3	4	5
Handouts	1	2	3	4	5

Comments:____

II. Step I: Identify Biasing Elements/Review Equity Awareness Worksheets					
Organization	1	2	3	4	5
Content	1	2	3	4	5
Quality of presentation	1	2	3	4	5
Use of training aids	1	2	3	4	5
Handouts	1	2	3	4	5

Comments:____

III. Decision-Making Steps					
Organization	1	2	3	4	5
Content	1	2	3	4	5
Quality of presentation	1	2	3	4	5
Use of training aids	1	2	3	4	5
Handouts	1	2	3	4	5

Comments:____

IV. Step II: Practice Using the Equity Review Checklist					
Organization	1	2	3	4	5
Content	1	2	3	4	5
Quality of presentation	1	2	3	4	5
Use of training aids	1	2	3	4	5
Handouts	1	2	3	4	5

Comments:____

The length of training was: ☐ too long ☐ too short ☐ just right

Did the training meet your expectations? ☐ yes ☐ no

Would you recommend this training to others? ☐ yes ☐ no

Training Evaluation for Trainers

Directions: Use the form below to complete each item as either *yes* or *no*.

1. Were you prepared to train others?

   Yes ☐ No ☐ a. Did you determine what the participant would be able to do when the training was completed?

   Yes ☐ No ☐ b. Did you determine how well the participant would be able to perform?

   Yes ☐ No ☐ c. Did you determine what materials you would need?

   Yes ☐ No ☐ d. Did you determine how long this would take?

   Yes ☐ No ☐ e. Did you determine how you could make the training a sensory and/or an emotional experience?

2. Did you prepare the participant?

   Yes ☐ No ☐ a. Did you explain what would be accomplished during the training session?

   Yes ☐ No ☐ b. Did you explain why the activity to be learned was necessary/important?

   Yes ☐ No ☐ c. Did you explain your expectations (i.e., make performance level clear)?

   Yes ☐ No ☐ d. Did you check for understanding?

3. Did you present the material or activity effectively?

   Yes ☐ No ☐ a. Did you demonstrate from start to finish?

   Yes ☐ No ☐ b. Did you demonstrate the first (small) step?

   Yes ☐ No ☐ c. Did you observe the participant complete the first step?

   Yes ☐ No ☐ d. Did you use constructive criticism or positive reinforcement after the participant's attempt?

   Yes ☐ No ☐ e. Did you demonstrate the first and second steps?

   Yes ☐ No ☐ f. Did you observe the participant complete the first and second steps?

   Yes ☐ No ☐ g. Did you continue demonstrating as necessary?

4. Did you review your training efforts?

   Yes ☐ No ☐ a. Did you review what was to be learned?

   Yes ☐ No ☐ b. Did you review how well it was to be performed?

   Yes ☐ No ☐ c. Did you review what was learned?

   Yes ☐ No ☐ d. Did you review how well it was performed?

   Yes ☐ No ☐ e. Did you address future expectations (next session, conducting a review)?

5. Did you check on learning and continue to provide constructive criticism and/or positive reinforcement?

   Yes ☐ No ☐

HANDOUTS

Registration Card
November 4, 1994 Workshop

Name____________________ SS#____________
Home Address________________________
City____________________ State____ Zip________
Home Telephone____________ Work Telephone____________
School/Employer________________________
Position____________________ School____ ISD____
Principal's Name________________________
School Address________________________
Superintendent's Name____________________
Superintendent's Address____________________

IDENTIFYING BIASING ELEMENTS IN CHILDREN'S LITERATURE

①

There was an old woman
who lived in a shoe;
She had so many children, she
didn't know what to do.

②

There was an old woman tossed up in a basket,
Seventeen times as high as the moon,
Where she was going I couldn't but ask it,
For in her hand she carried a broom.

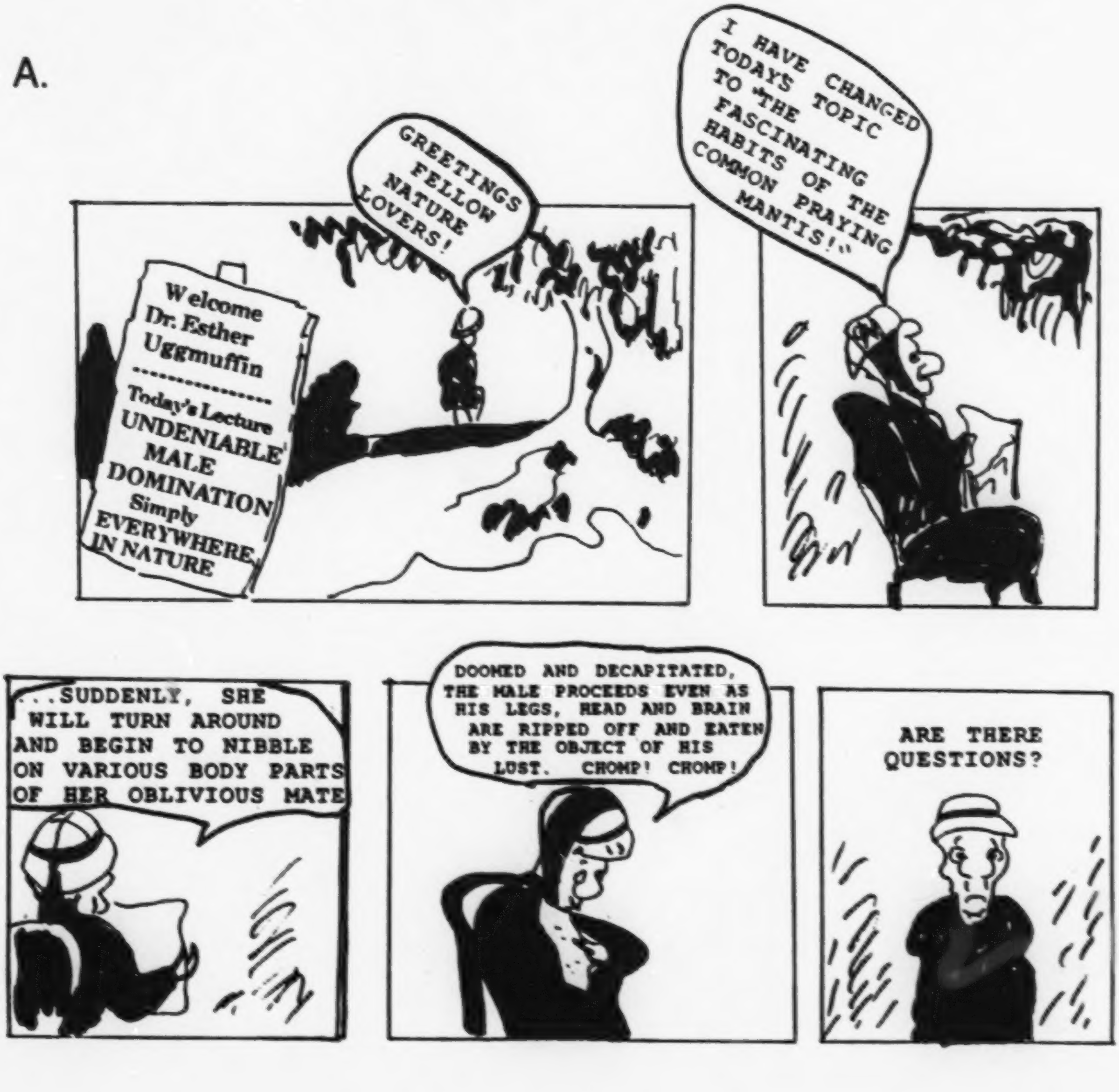
Old woman, old woman, old woman, quoth I,
Where are you going to up so high?
To brush the cobwebs off the sky!
May I go with you? Aye, by-and-by.

③

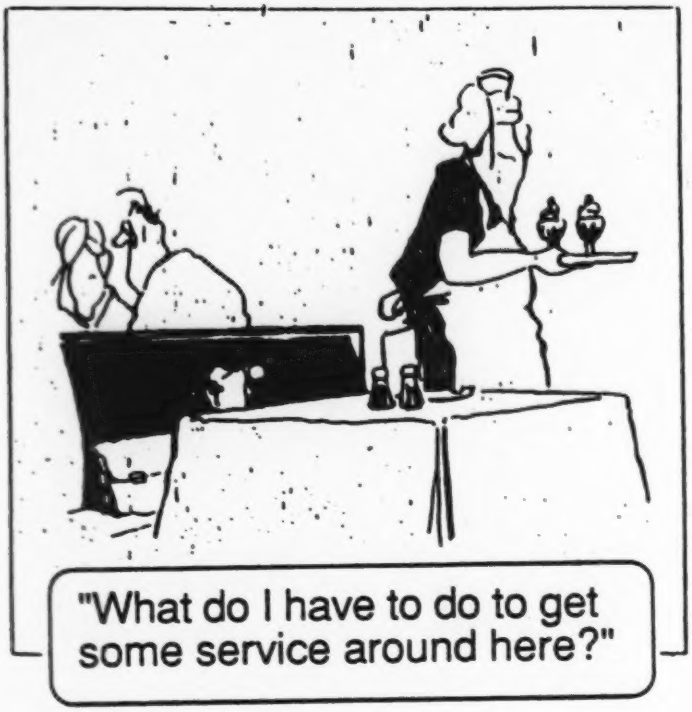
Old Mother Goose,
When she wanted to wander,
Would ride through air
On a very fine gander.

IDENTIFYING BIASING ELEMENTS IN CARTOONS AND GRAPHICS

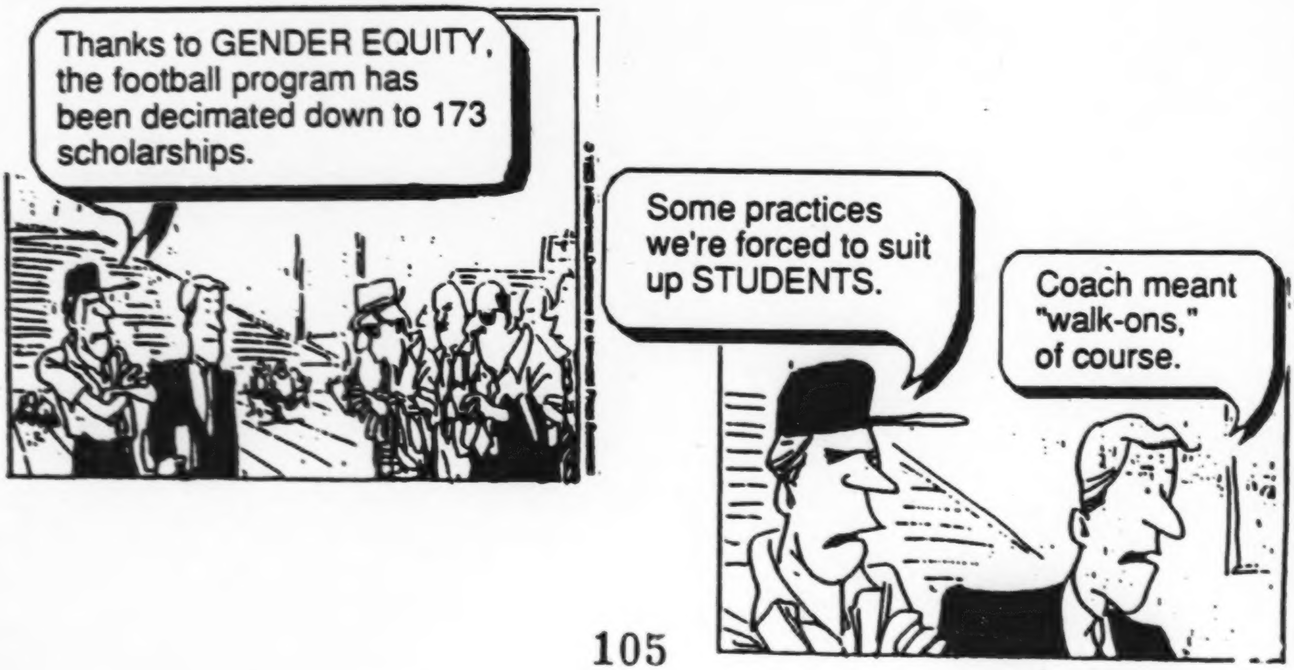
A.


Welcome
Dr. Esther
Uggmuffin
Today's Lecture
UNDENIABLE
MALE
DOMINATION
Simply
EVERYWHERE
IN NATURE
GREETINGS FELLOW NATURE LOVERS!
I HAVE CHANGED TODAYS TOPIC TO "THE FASCINATING HABITS OF THE COMMON PRAYING MANTIS!"
...SUDDENLY, SHE WILL TURN AROUND AND BEGIN TO NIBBLE ON VARIOUS BODY PARTS OF HER OBLIVIOUS MATE
DOOMED AND DECAPITATED, THE MALE PROCEEDS EVEN AS HIS LEGS, HEAD AND BRAIN ARE RIPPED OFF AND EATEN BY THE OBJECT OF HIS LUST. CHOMP! CHOMP!
ARE THERE QUESTIONS?

B.


"What do I have to do to get some service around here?"

C.


Thanks to GENDER EQUITY, the football program has been decimated down to 173 scholarships.
Some practices we're forced to suit up STUDENTS.
Coach meant "walk-ons," of course.

Handout C

IDENTIFYING BIASING ELEMENTS IN INSTRUCTIONAL EQUITY REVIEW PROCEDURE - CASE EXAMPLE

1. "So far this semester, we have reviewed the life of the caveman, man's discovery of fire, and his development of primitive tools."

   Is there bias in this situation? ____________________

   If so, what is it? ____________________

   How could you eliminate or otherwise deal with the bias? ____________________

   ____

2. "We will be working with the drill press today. Both boys and girls will have an equal chance to work with it. But I don't want any girls going near it until I have a chance to demonstrate how it operates."

   Is there bias in this situation? ____________________

   If so, what is it? ____________________

   How could you eliminate or otherwise deal with the bias?_

   ____

3. Room 107 is the scene of a great deal of commotion. The grades for the chemistry course have been announced, and a number of students have done poorly. In the back of the room, Bob and Sally are particularly upset and are close to tears. The teacher is disturbed by this reaction and calls them up after class. "Take it easy, Sally. I know you're upset, but things will work out; and, Bob, pull yourself together. You shouldn't be coming apart like this."

   Is there bias in this situation? ____________________

   If so, what is it? ____________________

   How could you eliminate or otherwise deal with the bias? ____________________

   ____

4. "It's time to form into your groups. Those with previous experience in automotive mechanics, go to station 1. Those with a limited background, go to station 2. And those with no knowledge of auto mechanics at all, report to station 3."

   Is there bias in this situation? ____________________

   If so, what is it? ____________________

   How could you eliminate or otherwise deal with the bias? ____________________

   ____

A LARGER CONTEXT: A CHANGE PROCESS

Given a need to improve curriculum or other materials, or student-oriented materials against a set of values, the change process might consist of four steps:

1. **Selecting and acquiring** materials appropriate to the goals and objectives of the agency or individual.

2. **Reviewing** materials. Such a review might concern their effectiveness, as indicated by research findings, and freedom from bias as shown by a systematic review of the materials. A review for bias would include:

   a. identification of instances of bias expressed in the materials; and
   b. documentation of those instances.

3. **Deciding** about what to do with materials (whatever the indications of their effectiveness with students) which contain bias, which might include:

   a. the application of criteria to the documentation, based upon the values and purposes of the agency or individual, to quantify the extent and nature of the bias; and

   b. a decision to:

      (1) not use the materials;
      (2) redevelop the materials;
      (3) use the materials in ways which will counteract bias; or
      (4) some other alternative.

4. **Implementing** the decision.

BIAS REVIEW CHECKLIST

Product________________________________ Reviewed By________________________

Developer______________________________ Date______________________________

Part I Review:

Type of Group	1. SLUR	2. STEREOTYPES a. Occupational Role	b. Family/ School Role	c. Personality Traits	d. Physical Charact./ Appearance	e. Other	3. ERRON GROUP REP a. Underrepresentation	b. Segregation
A. Gender	Slight___ Severe___ None	Slight___ Severe___ None	Slight___ Severe___ None	Slight___ Severe___ None	Slight___ Severe___ None	Slight___ Severe___ None	Slight___ Severe___ None	Slight___ Severe___ None
B. Race/Ethnicity	Slight___ Severe___ None	Slight___ Severe___ None	Slight___ Severe___ None	Slight___ Severe___ None	Slight___ Severe___ None	Slight___ Severe___ None	Slight___ Severe___ None	Slight___ Severe___ None
C. Physical/Mental/ Emotional Disability	Slight___ Severe___ None	Slight___ Severe___ None	Slight___ Severe___ None	Slight___ Severe___ None	Slight___ Severe___ None	Slight___ Severe___ None	Slight___ Severe___ None	Slight___ Severe___ None
D. Socioeconomic Status	Slight___ Severe___ None	Slight___ Severe___ None	Slight___ Severe___ None	Slight___ Severe___ None	Slight___ Severe___ None	Slight___ Severe___ None	Slight___ Severe___ None	Slight___ Severe___ None
E. Other___________ ___________ ___________	Slight___ Severe___ None	Slight___ Severe___ None	Slight___ Severe___ None	Slight___ Severe___ None	Slight___ Severe___ None	Slight___ Severe___ None	Slight___ Severe___ None	Slight___ Severe___ None

Part II Specific Comments:*

Part III Summary of Review:

*provide row/column. Use back of sheet if needed.

Handout E

BIAS REVIEW CHECKLIST (Example)

Product Health Care Workers and the Families They Serve (student manual, teacher's guide, films, tapes)

Reviewed By NRB

Developer ZED, Inc., 21 Dollar Dr., N.E., Sandspit Lee, New Jersey

Date 12/12/94

Part I Review:

Type of Group	1. SLUR	2. STEREOTYPES					3. ERRON GROUP REP	
		a. Occupational Role	b. Family/ School Role	c. Personality Traits	d. Physical Charact./ Appearance	e. Other	a. Underrepresentation	b. Segregation
A. Gender	Slight___ Severe___ [✓ None]	Slight___ [✓ Severe 3] None	Slight___ [✓ Severe 1] None	Slight___ Severe___ [✓ None]	Slight___ Severe___ [✓ None]	Slight___ [✓ Severe 1] None	Slight___ Severe___ [✓ None]	Slight___ Severe___ [✓ None]
B. Race/Ethnicity	Slight___ Severe___ [✓ None]	Slight___ Severe___ [✓ None]	Slight___ Severe___ [✓ None]	Slight___ Severe___ [✓ None]	Slight___ Severe___ [✓ None]	Slight___ Severe___ [✓ None]	Slight___ [✓ Severe 1] None	Slight___ Severe___ [✓ None]
C. Physical/Mental/ Emotional Disability	Slight___ [✓ Severe 1] None	Slight___ [✓ Severe 1] None	Slight___ Severe___ [✓ None]	Slight___ Severe___ [✓ None]	Slight___ Severe___ [✓ None]	Slight___ Severe___ [✓ None]	[✓ Slight 1] Severe___ None	Slight___ Severe___ [✓ None]
D. Socioeconomic Status	Slight___ Severe___ [✓ None]	Slight___ Severe___ [✓ None]	Slight___ Severe___ [✓ None]	Slight___ Severe___ [✓ None]	Slight___ Severe___ [✓ None]	Slight___ Severe___ [✓ None]	Slight___ Severe___ [✓ None]	Slight___ Severe___ [✓ None]
E. Other__________ __________ __________	Slight___ Severe___ [✓ None]	Slight___ Severe___ [✓ None]	Slight___ Severe___ [✓ None]	Slight___ Severe___ [✓ None]	Slight___ Severe___ [✓ None]	Slight___ Severe___ [✓ None]	Slight___ Severe___ [✓ None]	Slight___ Severe___ [✓ None]

Part II Specific Comments:*

A/2b. All families with father, mother, boy, and girl (all written material). Girls helped mother with cooking and dishes, etc.; boys helped father with plumbing, etc.

A/2a. Men shown as heavy laborers or executives; women only as secretaries. Pp. 24, 28, 35, 152 in manual.

A2a. Throughout manual, pictures show male doctors/female nurses.

A/2a. Only male voices for doctors and female voices for nurses, secretaries, and aides in films/tapes.

A/2e. In film/tape Case Studies 2 and 9, a male voice demonstrates "good" counseling; a female voice the "bad."

C/1. In Case Study 23, a person with a disability is referred to as a "cripple."

B/3a. In all materials, only Caucasians are seen or heard.

C/2a. Persons with disabilities are depicted only as health care recipients in all materials.

*provide row/column. Use back of sheet if needed.

Part III Summary of Review:

The student manual throughout depicted traditional families and assigned the sexes to traditional family and work roles. In a tape contrasting good/bad counseling, only females voice the "bad." In general: (1) Only Caucasians are seen or heard; (2) persons with disabilities are ignored occupationally, shown only as health care recipients, and, once, was termed a "cripple." Overall, the incidence of bias is moderate to severe.

Recommendation: Do not use.

BEST COPY AVAILABLE

IDENTIFYING BIASING ELEMENTS IN TEXTBOOKS

Passage 1

THE GREAT CLIPPERS

The success of a clipper ship depended as much on the captain's skill as on the ship's design. The captain was typically a daring, young man who laughed at danger. He was active and tough. He was preoccupied with his ship and her speed. When the wind was blowing, he would demand more sail. He watched the masts bend, the ropes straining and humming, almost snapping. But clipper men would brave the storm and tackle the seas. If the captain was short on judgment, or if anyone was inept about his job, the wind could get caught in a sail, break the mast, and blow away masses of valuable sail and ropes.

Good captains were important, valuable, and well-known celebrities. Ship owners paid them generously because of trade that was generated by these clippers. Newspapers contained exciting stories about perilous trips and amazing speed records that captains set. The captains became heroes to everyone--young and old. A boy living in clipper-ship days could name his favorite clipper master, his ship, the different sails on her, her speed records, her capacity and weight, her architect and the date she took her maiden voyage.

Bid windjammers with four steel masts, often manned by boys, were used for many, many years. Because they were used so much, weathered and then replaced, they became rare. A few known windjammers still sail the seven seas, used mainly to train student seamen who aspire to become officers in their country's merchant navy.

Passage 2

MANAGEMENT AND EXECUTIVE LEADERSHIP

At this point, let us turn our attention to a discussion of those quality traits that seem to have a bearing on executive leadership.

In applying his personal qualities and abilities to the actual operation of a business, the executive observes the following procedures and approaches:

1. He devotes his attention to broad problems and assigns minor ones to subordinates.
2. He is willing to delegate duties that can be performed by others.

TRANSPARENCY MASTERS

ENSURING BIAS-FREE CURRICULUM

Through a Procedure for Documenting Gender and Cultural Bias

- **Curriculum Review/Development**
- **Development of School Publications**
- **Development of Visual Displays and Media Presentations**
- **Selection of Textbooks and Other Materials**

EQUITY REVIEW PROCEDURE USERS

- **Curriculum Developers**
- **Classroom Teachers**
- **Librarians**
- **Education Administrators**
- **Equity Coordinators --**
  Title IX, VI, 504, ADA Coordinators
- **Job/Employment Trainers**

EQUITY REVIEW PROCEDURE TRAINING OBJECTIVES

1. Detect biasing elements.

2. Document biasing elements.

3. Use procedure for decision making regarding curriculum materials.

DETECTING, DOCUMENTING AND ELIMINATING BIAS

Detect:
- Discover something hidden, not easily noticed, to find

Bias
- A learning in favor of or against something or someone, show partiality or prejudice

Key Concerns
- When, where, how, how much, and why?

Steps/Strategies
1. Gain knowledge of the nature and characteristics or bias.
2. Know the language of bias.
3. Practice identifying examples.
4. Use checklists, guidelines, procedures.

Document
- Any printed or written record used to prove something

Key Concerns
- Which, what kind, and how many?

Steps/Strategies
1. Gather materials.
2. Gather evaluative instruments/tools.
3. Practice evaluating/gathering proof.
4. Chart/graph findings.
5. Complete instrument/tool.
6. Summarize or come to conclusion.

Eliminate
- To get rid of, take out, remove, omit, or correct

Key Concern
- Be proactive.

Steps/Strategies
1. Adopt a policy:
    a. One for the selection of materials.
    b. One for the development of curriculum.
2. Develop procedures for implementing policy.
3. Provide "how to" staff development training.

WHAT IS A BIASING ELEMENT?

Any aspect of language content *within the context in which it appears*--which might create or reinforce in a student:

1. **A prejudice against a group of people;**
2. **A gratuitous stereotype of a group of people; or**
3. **Values contrary to current notions of equality and equity among people.**

TYPES OF BIASING ELEMENTS:

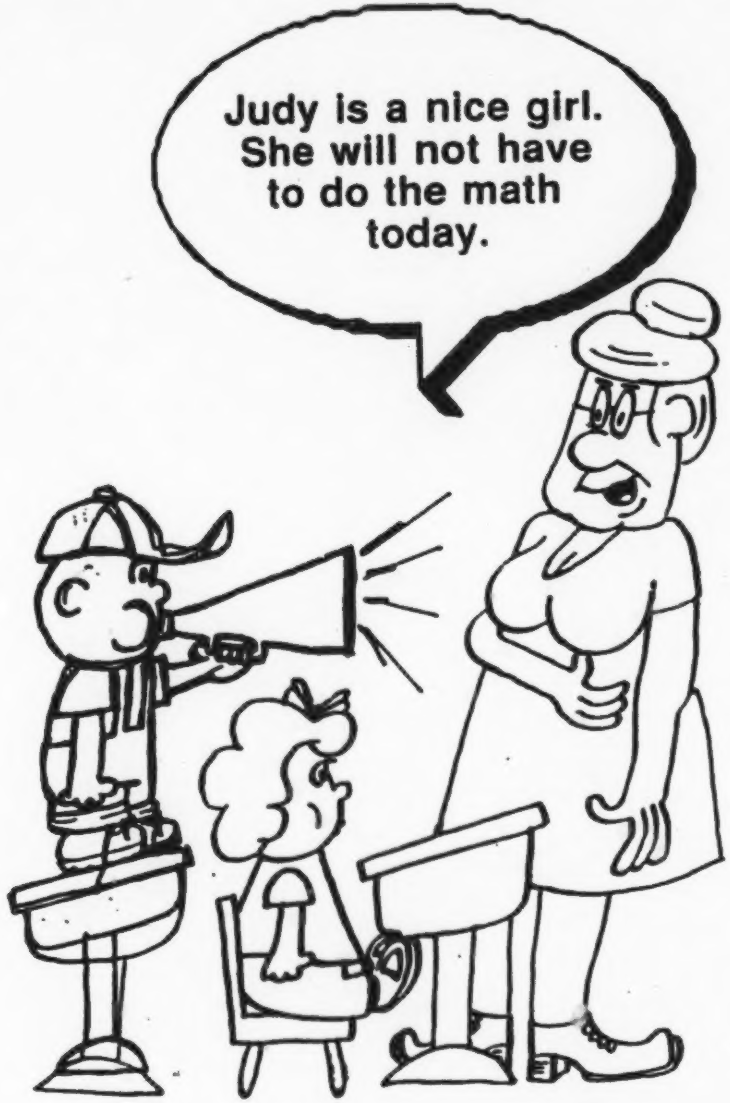
1. **Slurs**

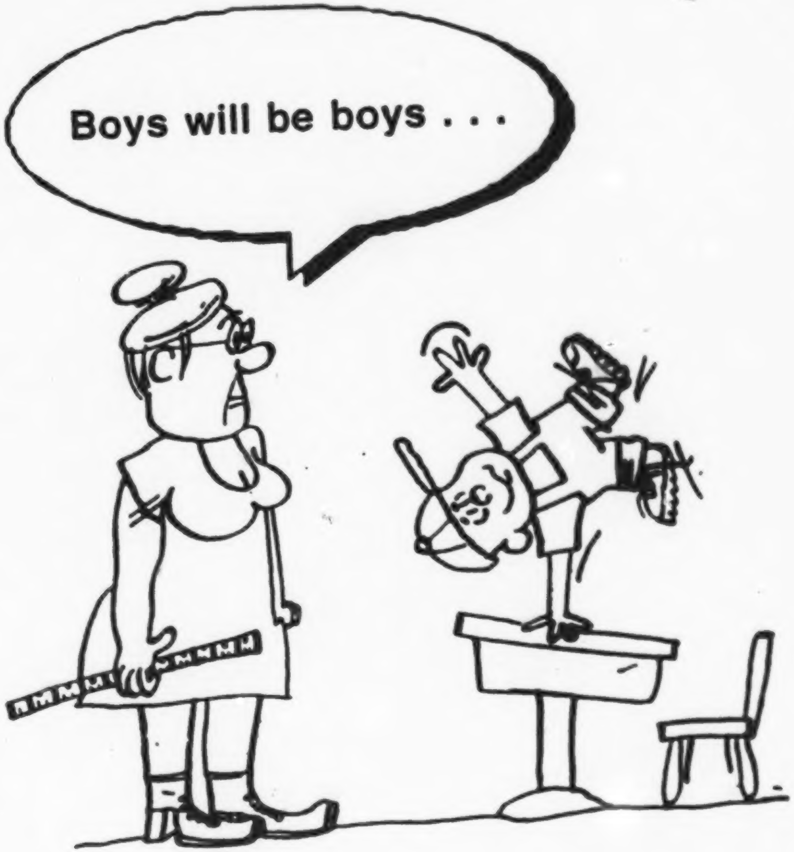
2. **Stereotypes**

    a. **Occupational Roles**
    b. **Family/School Roles**
    c. **Personality Traits**
    d. **Physical Characteristics**
    e. **Other Stereotypes**

3. **Erroneous Group Representation**

    a. **Underrepresentation**
    b. **Segregation**


Judy is a nice girl. She will not have to do the math today.


Boys will be boys . . .

Transparency 6

BIAS REVIEW PROCEDURE

1. Selecting materials

2. Reviewing for bias

    a. Identifying bias
    b. Documenting bias

3. Decision making

    a. Quantify the extent and nature of bias

    b. Use, redevelop, or counteract bias

4. Implementing the decision

IDENTIFICATION IS. . .

BY TYPE OF GROUP

A. Gender

B. Race/Ethnicity

C. Physical/Mental/Emotional Disability

D. Socioeconomic Status

E. Other Concerns

DOCUMENTATION IS . . .

. . . the record by a trained reviewer:

1. **Type of biasing elements**
2. **The bias-targeted group(s)**
3. **A judgment of intensity (severe or slight)**
4. **Location and description of bias**
5. **A summary: whether or how to use**

To ensure educational equity, this document has been reviewed
to eliminate bias or stereotyping.

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